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ABSTRACT

The teaching guide was prepared by the Portland Public Schools, Area 3, in an exemplary project to create an awareness of career and consumer education concepts in the primary grades by using the content of basic readers that would ordinarily be used exclusively for the teaching of reading skills. The guide follows closely the story lines in the Holt Basic Reader, with each story referenced by locations in the textbook and in the guide. The relation of the story to the objectives of career awareness, consumerism, and reading comprehension is included for each story along with suggested teaching procedures and class activities. Appended are lists of supplementary audiovisual and other materials, cross-reference of goals and concept-descriptor terms and the stories, and learning activity modules. (MF)

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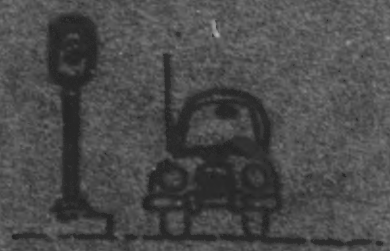
A PRIMARY TEACHER'S GUIDE TO THE USE OF BASAL READER STORIES FOR TEACHING AN AWARENESS OF CAREER AND CONSUMER EDUCATION GOALS



Holt Basic Reading

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CE007835

A PRIMARY TEACHER'S GUIDE

TO THE USE OF BASAL READER

STORIES FOR TEACHING AN AWARENESS

OF CAREER AND CONSUMER EDUCATION GOALS

Holt Basic Reading

Grades 1-3

Area III

Portland Public Schools

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Project Director

An Applied Research and Exemplary

Career Education Project

Project E-A-3-75

Oregon Board of Education

Salem, Oregon

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VT 102 834

Purpose of the guide

Teachers are becoming more cognizant of public and professional demands that students become more aware of social and economic realities. To place another set of textbooks and materials in our classrooms with appropriate content is unrealistic. Research by primary grade teachers has shown the feasibility of using the content of basal reading to teach an awareness of career and consumer education concepts. Appropriate dialogue and activities have been written to aid teachers' cultivation of the knowledge and skills primary age youngsters already possess.

Persons who have been involved in this project have been encouraged by the substantive content in basal readers that would ordinarily be used exclusively in the teaching of reading skills. The guides that have been developed adhere closely to the story line written by the authors. The basal reader stories should provide ideas for a classroom dialogue to help students become aware of the attitudes and values displayed by story characters for buying, selling, trading, serving others, and constructing products for others to use.

Through emphasis on comprehension skills, the students will be encouraged to read, discuss, write about, and view other related content that is pertinent to the concepts of career and consumer education. Teachers using this guide should be satisfied if primary age youngsters become aware of the idea that the rules of worthwhile play and learning in a classroom aren't too unlike the rules their parents follow in their careers and avocations.

Foreword

One of the major deficiencies in the career and consumer education of children in the primary school years has been a lack of classroom experiences involving students in a search for personal identity and increased awareness of themselves in relation to the economic system around them. Classroom teachers in grades 1-3 have not had the necessary materials and instructional guidelines to carry out the objectives of career and consumer education.

Now, a major contribution is being made to overcome this deficiency. In the pages which follow there is a rich repertoire of suggestions to help teachers reach students in grades 1 to 3 in the development of appropriate primary level concepts in both career and consumer education. This effort was made possible by a grant from the Career Education Division of the Oregon State Department of Education for exemplary projects.

The most exciting dimension of this work is its relationship to the basal reading material used day to day in the classroom. An immediate, practical application becomes possible without the inevitable layer-cake effect of uncoordinated curriculum materials.

I commend this work to each Area III primary teacher. I am confident that those who are concerned with career and consumer education concepts for their students will find a wealth of valuable information and professional guidance.

These remarks would be incomplete without special recognition for those responsible for this publication. Dr. Ralph Hodges, Area III Reading Coordinator, headed up the developmental team. Others who directly assisted him are indicated in the acknowledgment section. The results of their efforts are impressive. They provide genuine optimism for the realization of important career and consumer education goals in the primary school years.

James J. Fenwick
Area III Administrator for
Curriculum Development

JJF:hh

Acknowledgments

Many people have contributed their thoughts, writings, criticisms, and inspiration to this effort. Particularly, James Fenwick, Warren Rathburn, and Elisa Richendorf have encouraged everyone involved in the project by often giving a pat on the back when it was needed most. The number of principals and teachers who have lent a helping hand are numerous, some might say too numerous to name. However, as project director, I feel they are, and will continue to be, the most important persons to the future use of this guide and the implementation of career and consumer education and reading skill goals.

Abernethy - Margaret Hoagland; Alameda - Grace Bauer, Charles Boer; Arleta - Dwayne Osborne; Atkinson - Florence Seberg; Boise - Ron Dieu, Lee McGraw, Fern Roberts; Brooklyn - Orva Taylor; Buckman - Jeanne Johnson; Creston - Frances Lee, Merle Bradford, Betty Jean Donnelly; Duniway - Karen Bunnell, Dale Lange; Edwards - Cheryl Lindley, Shirley Concannon, Eleanor Swanson; Eliot - Nancy Eilertsen, Bob Harold, Barbara Lappala, Erin Roth, Lydia Roy, Emma Fowler; Fernwood - Elaine Bruce, Blanche Green; Glencoe - Janis Foote; Grout - Natalie Smith; Hollyrood - Helen Dobbek; Hosford - Margaret Marsh, Joyce McCluskey, Mary Lou Menache, Maryann Smith; Irvington - Barbara Criqui, Verna Hokanson, Grace Schaad, Nancy Waller; Kellogg - Mabel Beardon; Norma Callaghan, Linda O'Ren; Kerns - Karen Durbin, Marie Mansfield; Lane - Arlene Houser, Michelle Lehman, Virginia Stapp; Laurelhurst - Arline Toates; Llewellyn - Nancy Cooper, Judy Perry; Mt. Tabor - Lila Mae Fisher; Normandale - Sharon Blair; Richmond - Corrine Keithley; Sabin - John Beck, Marjorie Papke, Twila Kjensrud; Sunnyside - Glen Noble, Geri Mackley; Woodstock - Dolores Rypczynski; Substitute Teacher Staff - Patricia Engel.

Procedures for using the guide

It has been presumed by the persons who have been engaged in the research and developmental efforts in producing this guide, that it is important to help primary school students understand how they are a part of the social and economic system in which they live. The teaching scripts for these basal readers depart substantially from the objectives of the usual basic reader guidebook. Complete attention is given to the comprehension course goals. The selected stories contain very little special career or consumerism terminology, very little was expected prior to study of the stories. These story guides will not foster decoding skills by any direct method. These story guides should be reserved for teaching the specific objectives related to career awareness, consumerism and reading comprehension. The objectives are consistently limited in this guide by the modest number of experiences primary-age youngsters have had with these concepts.

Consumer and Career Education Goals

The following goal statements were selected by Area III primary grade teachers during the 1974-75 research phase of the project. These goals were chosen as those of greatest importance in creating an awareness for career and consumer education concepts among children in grades 1-3. The Reading Course Goals are referenced to the Tricounty Course Goals for Multnomah, Clackamas, and Washington County Intermediate Education Districts, Oregon.

Career Education Goal Statements

The students will be able to recognize:

1. The physical and emotional benefits of understanding and respecting self and others throughout life.
2. that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.
3. the personal, social, economic and political reasons for work in our society.

4. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

5. that in our society he is dependent on the goods and services of others for his welfare and survival.

6. the physical and psychological reasons for work and leisure activities.

Consumer Education Goal Statements

Students will be able to recognize:

1. how resources are related to needs and wants.

2. the skills needed in the decision-making process.

3. effective shopping techniques.

4. how consumer skills can improve standard of living.

5. the relationship of supply and demand.

Reading Comprehension Goal Statements

Students will be able to:

1. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention. 4.3.2.1.1.2

2. relate supporting details to main idea statements in a paragraph or passage. 4.3.2.1.1.3

3. select details related to character, setting, and events. 4.3.2.1.1.4

4. select information dealing with time, place, and culture. 4.3.2.1.1.6

5. paraphrase directly-stated information. 4.3.2.1.1.11

6. identify kinds of sequence in reading (e.g., logical, spatial, chronological, importance, cause and effect). 4.3.2.1.3.2

7. order facts in terms of their importance. 4.3.2.1.3.3

8. classify ideas according to commonalities of subject, time, place, character, class, subclass, and categories. 4.3.2.1.4.1

9. summarize the directly-stated ideas of a paragraph in a brief statement. 4.3.2.1.5.3

10. substantiate his conclusions by citing supportive detail in the text. 4.3.2.1.5.5

11. predict future action on the basis of previous action and characterization. 4.3.2.1.6.1

12. infer meanings and attitudes that are left unstated by the author (i.e., read between the lines). 4.3.2.2.3.11

13. able to recognize underlying assumptions in stories, which may include: preconceived attitudes, prejudices, stereotypes, and generalizations. 4.3.2.2.3.2

14. use the following aids to draw inferences from a passage or story:

    (a) relating to knowledge and experiences,
    (b) making accurate summaries,
    (c) developing imaginative and logical alternatives. 4.3.2.2.3.1

15. infer meanings and attitudes that are not directly-stated by the author. 4.3.2.2.4.4

16. interpret the techniques which advertisers use to create favorable attitudes toward their products and persuade customers to buy. 4.3.2.2.4.5

17. identify specific personality characteristics that can be attributed to characters in a story. 4.3.2.2.6.4

18. identify ethnic and cultural traits of characters (in relation to events and conditions) within content. 4.3.2.2.6.5

Taxonomy of Objectives

The lists of goals represent general statements of concepts that primary school-age youngsters can be expected to acquire at an awareness level of understanding. Many of the goals are stated in terms of "knowledge" acquisitions. This level of goal attainment is delineated by the statement verbs of "recognize", "identify", "acquire", and to a lesser extend, "recall". Depending upon the level of involvement and expected knowledge outcome by the students, such terms as "translate", "illustrate", "interpret", "relate", and "apply" are rarely used. These higher-level objective statements would lead the teacher to expect a more sophisticated level of awareness than is reasonable for primary-age children. Consequently, objectives stated at an "analysis" or "application" level are infrequently used.

The lists of goals for reading comprehension are limited by the appropriateness of questioning and related activities, which in turn were dictated by the events and interpretations evidenced by the story content. The statement of comprehension objectives often range from knowledge level verbs to those of synthesis, and occasionally evaluation. Due to the richness of the story content for building

the students' information base, the teachers who contributed to the guides have proposed a challenging level of questioning. This level of inquiry is necessary if their colleagues are to parlay story content to a recognition of many social and economic concepts by their students.

Procedures Used In Selecting Stories for the Guide

Twenty persons, indicating an interest in participating in the developmental phase of the project during 1974-75, were given orientation and training for their work. This committee had been trained to use the concept-descriptor terms and course goal statements for teaching career and consumer education and reading. There were three decision-points in this process. Any one of these decision-points was critical in selecting a story for further consideration.

Step 1. Each story had to meet two of the following criteria:

a) an interesting story for primary grade students;

b) provide relevant story content for the purposes of the project;

c) story content had to be useful for career and consumer education and reading instruction.

Step 2. Each story had to present one or more concepts that could be identified and described by either one or more career and consumer education goals.

Step 3. Each story had to provide a reasonable number of passages or pages of information that could be listed under career and/or consumer education goals provided on a goal-referenced checklist.

Finally, a group of classroom teachers and reading specialists reviewed the stories selected by the above-mentioned "study" committee, and wrote teaching guides for the use of the pertinent basal reading content for teaching career and consumer education and reading comprehension course goals. After further revisions by the project director the teaching guides were put in their present format for use in classrooms.

Further Procedures for Using the Guide

This guide must not displace the publisher's guide. Certain other objectives outlined by the original guide must be considered essential to complete teaching of reading skills. Career and consumer education goal attainment will not be preempted by presentation of word lists, decoding skills, and other publishers' activities. Should a teacher choose to not use the career-consumer education script upon first reading by students, this guidebook's routines for questioning and activities might be used at another time with the same story.

The teaching guide has several important components that do not depart from typical psychological principles built into most basic reader guidebooks. The section "Relationship of the Story to the Objectives" should serve as a synopsis of the story. Although, this statement varies in length, it does attempt to put the synopsis of the story events in a perspective of the specific career and consumer goals listed previously on the page in more formal terms.

The Preparatory Remarks are intended to establish the theme of the story with the students. This is an important step toward setting purposes with students for recognizing the relationship of the events in the story with career and consumer education concepts.

The Discussion With Students should be carefully prepared by the teacher. This part of the guide provides an interpretation of story events in relation to social and economic experiences that students have had or may benefit from as vicarious experiences. Strict adherance to the questioning strategy is not absolute, nor probable. A satisfactory outcome from the use of the teaching script will be possible if teachers have internalized the discussion with students in terms of the story's objectives.

The use of Related Activities is optional. However, if one or more of them are by-passed some of the objectives will not be fulfilled. These activity suggestions are instrumental in helping students extend their understanding of concepts through discussion of simulated, more realistic experiences. Teachers should investigate other career and consumer education handbooks for activities related to the story objectives.

Visual and auditory media are not listed under Related Activities. However, these should be carefully studied by either reviewing a synopsis in a media catalog, or by previewing them in terms of the story objectives. The lists of audiovisual media in the Appendix were submitted by a teacher committee as having pertinence to the goals of the project.

Evaluation is an important part of any teaching activity. Only carefully selected objectives have been described for consideration. These objectives have the greatest likelihood for accomplishment through the discussion and activities. Each classroom teacher should develop the methods, media, and criteria for measuring attainment of objectives. In some instances the classroom discussion and activities may develop a much different trend than the teaching script had delineated; therefore, evaluation should be made of the objectives that are relevant to lesson outcomes.

Finally, the Appendix of this guide has the stories classified according to concept-descriptor terms. The purpose of this organization complements the need to provide information about the stories for varied uses by teachers and others interested in the goals of this project. The user of this guide may choose to select only those stories that relate to certain concepts. This reference device should be helpful in relating each course goal with both concepts and selected stories.

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Book: About Me (1) Holt

Career and Consumer Education and Reading Skill Objectives

Story: Touring the School
Teacher's Edition, page 30

The student will be able to:

1. state one complete sentence about the tour.
2. describe the function of each person visited.
3. describe how to get to the nurse's office or the cafeteria.

Relationship of the Story to the Objectives

1. There are benefits of respecting others and self.
2. There are interpersonal relationships with employers and fellow workers.
3. There are physical and psychological reasons for a work and leisure balance.

Suggested Discussion with Students

1. Why do people work?
2. Why do people have different jobs?
3. What is a principal?...a nurse, custodian, secretary and cafeteria worker?
4. What is the role of each worker mentioned in question #3?
5. Why must workers cooperate with each other?

Story: Picture
Teacher's Edition, page 66

The student will be able to:

1. identify and describe the jobs of the people in the picture.
2. tell why the people in the picture are needed in the community.

Relationship of the Story to the Objectives

1. There is a dependence on others for welfare and survival.
2. There are physical and spychological reasons for a work and leisure balance.
3. There are resources related to needs and desires.
4. There is a production and distribution of goods and services.

Suggested Discussion with Students

1. Who do you see in the picture?
2. What is each person doing?
3. Does each person have a job?
4. Describe each job in the picture.
5. Why we need each worker? How do we depend upon each person?

Story: The Three Little Pigs
Teacher's Edition, page 80

The student will be able to:

1. recognize that there are resources related to needs and desires.
2. recognize that there are personal skills in making decisions to buy.

Relationship of the Story to the Objectives

1. Tell sequentially the events in the story "The Three Little Pigs".
2. Identify and describe the fortune of each pig.

Suggested Discussion with Students

1. What does "to seek their fortunes" mean?
2. What fortune did the first little pig seek?
3. What fortune did the second little pig seek?
4. What fortune did the third little pig seek?
5. How was the third little pig smarter than the first two?
6. How did the pigs finally out-smart the wolf?

Story: Work in Schools
Teacher's Edition, page 100

The student will be able to:

1. describe the equipment of three school workers.

2. describe the activities of three school workers.

Relationship of the Story to the Objectives

1. There are benefits from respecting others and self.

2. There are interpersonal relationships with employers and fellow workers.

3. There are personal, social, and economic reasons for work.

4. There is a dependence on others for welfare and survival.

5. There are physical and psychological reasons for a work and leisure balance.

Suggested Discussion with Students

1. Who can tell why a school has a nurse? a principal? a custodian?

2. What are some of the things the nurse does for children in the school? What things does the principal do for children? What things does the custodian do for children?

3. Where would you find these people in our building: the nurse, the principal, the custodian.

4. What kind of equipment would each of these persons use: the nurse, the custodian, the cafeteria workers.

5. Does the nurse wear a uniform? Why?
Does the principal wear a uniform? Why?
Does the custodian wear a uniform? Why?

Story: Work in Community
Teacher's Edition, page 102

The student will be able to:

1. describe the work of a fireman, mailman, and policeman.

2. identify and name equipment needed for these specific jobs.

Relationship of the Story to the Objectives

1. There are personal, social, economic and political reasons for work.

2. Work is a dignified activity with rights and responsibilities.

3. There is a dependence on others for welfare and survival.

Suggested Discussion with Students

1. What are some things these people do for us? a mailman; a policeman; a fireman?

2. What sort of special clothes does each person wear? a mailman; a policeman; a fireman?

3. What kind of equipment does each person use? the mailman; the policeman; the fireman?

4. Are there any other workers in the community who are especially helpful to us? Explain.

Story: The Fireman's Work
Teacher's Edition, page 104

The student will be able to:

1. describe the work of a fireman.

2. identify and tell the purpose of articles of clothing worn by a fireman.

3. identify and tell the purpose of the equipment a fireman uses.

Relationship of the Story to the Objectives

1. There are personal, social, economic and political reasons for work.

2. Work is a dignified activity with rights and responsibilities.

Suggested Discussion with Students

1. What is a fireman?

2. What is the fireman's main job?

3. What other things does he do?

4. What kind of coat does a fireman wear? Why?

5. What does he wear on his feet? his hands? his head?

6. What does he do with an ax?

7. How does the fireman use the things on his truck?

Story: Work on Farms
Teacher's Edition, page 106

The student will be able to:

1. describe the work done on a farm.
2. name two farm animals.
3. distinguish among three or more kinds of farms.

Relationship of the Story to the Objectives

1. Work is a dignified activity with rights and responsibilities.
2. There are personal, social, and economic reasons for work.
3. There is a dependence on others for welfare and survival.
4. There are physical and psychological reasons for a work and leisure balance.

Suggested Discussion with Students

1. What is a farm?
2. Are there different kinds of farms? What are these differences?
3. What animals do you expect to find on a farm?
4. What vegetables grow on a farm?
5. Name the building where the cows and horses are kept; the pigs (sty); the chickens (coop).
6. Why do farmers raise chickens, cows, horses, and pigs?
7. Why do farmers raise wheat and grain?

Story: Review Lesson
Teacher's Edition, page 110

The student will be able to:

1. identify and describe the jobs of the people in the picture.
2. tell how these people help the community.

Relationship of the Story to the Objectives

1. There is reference to the production and distribution of goods and services within a community.

Suggested Discussion with Students

1. What is a community worker?
2. Name at least one community worker?
3. Can you describe what the worker does and some equipment he uses?
4. Is this a city or a farm?
5. Who can name some of the kinds of stores in the picture?
6. What might some of the stores have inside?

Story: A Game Book Book: Books and Games (4) Holt
pages 6-15

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the skills needed for making decisions.

2. recognize the physical and emotional benefits of understanding and respecting self and others.

3. select details related to character, setting, and events.

Relationship of the Story to the Objectives

The story "The Game Book" appears to offer students an instance of choosing particular games that fit the number of persons available to participate in the game. The story content provides opportunity to point out the importance of children's cooperation through observing a game's procedures and rules.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Direct students' attention to the title page of the story and ask: What would you expect the boy is reading about in a book called A Game Book?

B. Before you choose a game what are some things you need to consider? Lead students by mentioning: place to play, equipment, etc. What other things need to be considered?

C. Let's read this story to see what Ben considers. (Follow the Teacher's Edition as a guide to questioning and discussion, but include the following, also.)

II. Discussion With Students

A. What games did Ben and his friends read about in the book?

B. What kind of a game was played when three boys were in the room?

C. This story tells how choices for playing a certain game are made according to the number of persons who want to play the game. What games can you think of to play when there is one person? Two people? Three people? Four people? Six people? Nine people? Eleven people?

D. Why are rules necessary in playing a game? Is a game more fun when people follow the rules? Why is this usually true?

A Game Book

Related Activities

1. Ask the students to dictate the procedures and rules for playing a game. Write the dictation on a chart or chalkboard. Point out to the children that they would choose these games when these conditions were right:

   a) equipment needed
   b) number of people needed
   c) indoor or outdoor play
   d) other prequisites teacher recognizes

2. Ask children to dictate games they play according to various conditions listed in item #1.

3. Students may want to compile a modest version of the "Game Book" by dictating or writing game descriptions.

Evaluation of Lesson Objectives

Students should indicate an awareness for making choices (decisions) to play a game due to recognized needs and/or requirements.

Story: The Cookbook pp. 16-23 Book: Books and Games (4) Holt
Candy p. 24

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the importance of having skills for making decisions about selecting materials to perform a task.

2. recognize that success in doing a job depends on satisfactory interpersonal relationships with employees and fellow workers.

3. select details related to character, setting, and events.

4. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension.

5. infer meanings and attitudes that are left unstated by the author.

Relationship of the Story to the Objectives

This story provides an opportunity for children to consider several ways in which organizing materials and procedures are necessary prior to undertaking a task. Discussion with students should reveal their own experiences similar to the story events where unawareness of timing the baking led to ruin of some cookies.

Suggested Teaching Procedures

I. Preparatory Remarks

A. What sort of information would you expect to learn from a "cookbook"?

B. Why is it a good idea to use a cookbook before attempting to make some kinds of food?

C. Have any persons in the class used a cookbook?

D. Are there some things someone knows how to make without the help of a parent, or a guide like a cookbook?

E. Reading of the story will help us understand the importance of thinking of a plan before beginning a job, and then sticking with the plan. (Also see T.E. for lead-ins to these objectives.)

II. Discussion With Students

A. What did the girls choose to make from the cookbook?

B. What ingredients do you believe they had to get ready before they mixed the cookie dough?

C. Jenny read the cookbook to Jill, who helped Jenny make the cookies.

How do you suppose Jenny helped?

D. Why did the cookies burn?

E. What do you believe the girls did differently to know when to take the cookies out of the oven the second time?

F. The story "Candy" is a recipe. How is a recipe like a "plan" that is written for doing a job?

G. Can anyone tell the class why it is important to have a plan in mind or written down for doing a job well?

Related Activities

1. Ask students to think of something they know how to make, or build. Ask several students to dictate their recipe, or plan for doing the task.

2. Have students think of an activity where several people are needed to complete the task. On a chart, or the chalkboard, list the jobs and describe what needs to be done; then assign people to do each job; finally, ask each person to make a list of the materials (tools) needed to do the job.

3. See T.E. pp. 31, 44-45 for other suggestions.

Evaluation of Lesson Objectives

Students should be able to recognize the advantages and purpose for knowing the procedure for doing a certain task and identifying needed materials for doing the task.

Story: The Big Store Book: Books and Games (4) Holt
pages 52-59

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. identify effective shopping techniques.

2. recognize the physical and emotional benefits of understanding and respecting self and others.

3. select details related to character, setting, time and events.

4. use key words and phrases to identify factual questions such as who, where, when, what, and how.

5. infer meanings and attitudes that are left unstated by the author.

6. predict future action on the basis of previous action and characterization.

7. classify ideas and terminology according to commonalities of subject, time, place, class and categories.

8. apply kinds of sequence to organize their ideas.

Relationship of the Story to the Objectives

Three boys show their awareness of the advantages of reading signs in a store for helping them locate the place in the store to buy certain items. The story provides a springboard to discussion and activities related to respecting persons who do not read well enough, or simply do not realize the value of reading about the things they wish to buy.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Do each of you like to shop in a store your familiar with or one you have never been in before?

B. What kind of signs or other "guides" do you use in locating the things you usually go to buy?

C. In this story one boy has difficulty finding the right door, escalator, and floor to make a purchase. Let's read to see how his friends help him solve his problem.

II. Discussion With Students

A. What kind of a store were Ben and his friends going to for their shopping?

B. What section of the store do you think they should look for to buy the book?

C. What other things might be sold in this same store department?

D. What are some sections, or departments, of a grocery store? A clothing store? A hardware store?

E. What are some ideas that store people put on signs to give shoppers directions?

F. How do signs in stores help us save time when shopping?

G. What kinds of information is given on cans, bottles, and boxes to help shoppers make sure they are buying what they want?

H. Are there any people in stores that have the job of helping shoppers find things? Someone tell how they do this job.

I. If Ben goes back to the department store again what signs and other guides will he use to find the things he plans to buy? Do you think he may get lost again? Why?

Related Activities

1. Consider having students doing floor plans of a certain kind of store and labeling the different sections of the store indicating signs they would post to help people find things.

2. Ask certain students to dictate a set of directions for locating certain items in stores they are used to shopping in with parents. Use these as chart or chalkboard stories to practice reading directions terminology (see p. 102 TE).

3. Ask children to make lists of items that they would expect to be located in certain sections of a department or grocery store.

4. Have children assume roles of a store information person and have other children approach them with a request for certain items.

5. See T.E. pp. 90, 105 (enrichment reading).

Evaluation of Lesson Objectives

Students should be able to list several items that would be located in a department of a store as a means of being a more efficient shopper.

Story: Shep, The Sheep Dog Book: Pets and People (5) Holt
pages 34-40

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. identify the personal, social, and economic reasons for work.

2. recognize that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

3. explain the ways people are dependent on others for their welfare and survival.

4. distinguish the physical and psychological reasons for work and leisure activities.

5. use key words and phrases to answer factual questions such as who, what, when, how, where, and why.

6. extend a sequence of ideas by providing additional related examples of his own as an aid to comprehension and retention.

7. classify ideas according to commonalities of subject, place, class, subclass, and categories; paraphrase directly-stated information he has read.

Relationship of the Story to the Objectives

While reading this story students may be surprized more by the responsibilities given such a young person for caring for a herd of sheep than the activities of a sheep dog. The skill of the sheep dog to locate and inhibit the wandering of a wayward sheep should provide ample thought for exploring the topic of how animals aid people in their work.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Ask the children if they know about dogs in their family, or neighborhood, that have a skill for doing something special (such as tricks).

B. Suggest several kinds of dogs and the "work" they perform for people, such as, the bloodhound - locating lost persons, etc.; the police dog - guarding, etc.; the retrievers - scenting and retrieving fowl, etc.

C. Tell students that in this story a very special dog, Shep is a dog with special skills. Before reading the story ask the students to anticipate what they know a sheep dog is trained to do.

D. Also refer to T.E., pp. 58-59 and 60-61.

II. Discussion With Students

A. What was Shep asked to do in this story? Why do people raise sheep? Was Tim's job important?

B. What are some of the jobs a person like Tim is expected to do in caring for a herd of sheep? (List these on the chalkboard or chart.)

C. Which of these jobs might a dog like Shep assist the sheepherder?

D. Do you think Tim and Shep ever play together like a boy might who lives in the city? Is it a good idea for a person to have a dog to play with and still expect him to obey commands?

E. Does anyone have an animal that you can play with and also have him do some kind of work?

F. Would a dog you expect to watch your house make a good pet for the other children and adults in the neighborhood? Why?

G. Could Shep be expected to defend the herd of sheep from wolves, coyotes, or other wild animals?

H. How good of a sheep dog would Shep be if he was afraid to go in the water? What would the sheep have done if Shep hadn't gone into the water?

I. Why was it necessary for Tim to tell Shep that he was a good sheep dog?

Related Activities

1. Ask the students to think of other animals that help people do their work. List the following information from the students, or make mixed word lists and ask students to categorize the words.

a. Person(s)	b. Work of the Person(s)	c. Animal(s)	d. Work of Animal(s)
Soldier	Sending Messages	Pigeon	Carrying Message

2. Elicit very short accounts of students who have knowledge of animals that assist people in their work. Write these narratives on the chalkboard or charts.

Evaluation of the Objectives

1. Students should be able to identify several kinds of work people do, then describe the way animals can assist them.

2. Students should describe at least one way people are dependent on dogs, or other animals, for their welfare and survival.

Story: The Grumpiest Man
pages 34-38

Book: A Place For Me (7)

Holt

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. develop an appreciation for the importance of leisure time.
2. discuss how people can use leisure time constructively.
3. show an understanding how adult's day-to-day schedules are different.
4. show comprehension of implied content that accounts for the ill-humor of individual's when their rest is interrupted.
5. conduct simple problem-solving of the story situation regarding alternative living routines.

Relationship of Story to the Objectives

The story provides content for students to learn about the differences in the work days of some adults. The story probes some at the conflict between leisure and industry of individuals. The importance of leisure-work balance is emphasized in terms of creating a peaceful, contented frame of mind.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Use a reproduced clock face to show several divisions of the typical day, i.e., morning, afternoon, evening, night. Relate these typical divisions to 6 and 8-hour days to illustrate what are usual "working" hours for people.

B. Ask students to discuss the things they do that are "fun" type activities, and which activities they would consider "work".

II. Discussion With Students

A. What is meant by the term "grumpy"?

B. How did the man in the story act that gave him the name "grumpy"?

C. Why wasn't the man in the story working during the daytime?

D. What kind of work do you think the man did?

E. What could the man do during the day to keep himself busy until it was time for him to go to work?

F. What are some ways ch ldren in a neighborhood might change their activities to respect persons who are night workers and need to sleep during the morning or afternoon?

III. Related Activities

A. Discuss with students the need for sufficient sleep to feel like putting in 5 - 6 hours at school. Survey students as to amount of time sleeping. Survey students as to amount of time doing some kind of work. Survey students as to amount of time doing leisure activities.

B. Ask students to try to find out how many people they and their families know who are night workers. List the type of work each person does as a night worker.

C. Show films related to persons who work at night.
   1. Night Workers
   2. Night Community Helpers

IV. Evaluation

A. Students should be able to identify several types of leisure time activities.

B. Students should be able to generalize the relationship between sufficient sleep and peaceful unangered behavior.

C. Students should indicate how there is a cause for certain kinds of behavior, or purposeful activity, and a related effect. Such relationship may be directly stated in a story, but students should show an understanding of the cause and effect relationships in their reading.

D. Students should indicate recognition of at least two "nightime" occupations.

Story: The Earmuffs
pages 39-43

Book: A Place For Me (7) Holt

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize situations where the person buying an item in the store has a choice of several similar items.
2. discuss the reasons for making a single choice from among several choices available.
3. identify that some stores sell only certain items.
4. recall details and facts in a story that are directly stated.
5. cite simple, directly-stated cause and effect events in a story.

Relationship of Story to the Objective

"The Earmuffs" is a story that helps students recognize that when a consumer has a need in mind before going shopping that stores often have more of a thing than ever imagined. But, with purpose for buying in mind a young buyer exercises her ability and motivation to make the "wise buy."

Suggested Teaching Procedures

I. Preparatory Remarks

A. Ask students if they ever went out shopping for a gift and really didn't know what to buy.

B. But, what about the situation where you know exactly what you want but find there is more than one choice?

C. What are one or two reasons there are several choices? Help students to understand this concept with suggestions of - color, size, cost, real vs toy, etc.

II. Discussion With Students

A. Where did the little girl and her daddy go?

B. What did the girl want to buy at the store?

C. How did she make her choice? Ask students to recall the girl's reasons for her final choice.

D. What kind of store do you believe she went to get the earmuffs? Name several other things she should be able to get there that are similar to earmuffs.

E. How did the earmuffs help the grumpy man?

F. Ask the students what is meant by the term "wise buy". Ask why the girl's purchase was a "wise buy".

III. Related Activities

A. Ask students to cut out pictures of several toys, food, clothing and group them according to a purpose for buying one of them. The purpose is to match specific consumer needs or desires with a wide range of choices.

B. Ask students to classify their pictures according to several simple attributes - size, color, shape, taste, cost, use, etc.

C. Display several items, real or represented, that entails necessity to a person vs a luxury; or nutritious food vs "empty calorie" food. Ask students to determine what reasons they might give for making the "wise buy".

D. Films
Beginning Responsibility: Using Money Wisely
We Make Choices

IV. Evaluation of Lesson Objectives

A. Students should be able to give one or more reasons for making the "best" choice of one of several items suited to a need or desire.

B. Students should be able to relate types of stores with the types of goods and services they sell.

C. After reading the story students should show a skill for relating the reasons for certain choices to actual item selection based on what was learned from information provided.

Story: Maybe A Monster
pages 120-126

Book: A Place For Me (8) Holt

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. understand the reasons for building a home.
2. appreciate the special skills and talents needed to build a home.
3. develop an appreciation for the dignity of the work involved in building a home.
4. trace the sequence of operations indirectly stated in the story that occur in building a house.
5. locate specific events mentioned in the story that give cause for the boy's change of purpose otherwise developed by the story writer.

Relationship of Story to the Objectives

A boy sets out to build what he thought was to be a house for a monster. However, he discovers that the monster he expected to trap might have special requirements. The story provides a situation whereby students can recognize how a house building project is a lot of hard work, but that a certain satisfaction usually comes from such things.

Suggested Teaching Procedure

I. Preparatory Remarks

A. Ask the students if they ever built a box, a dollhouse, a cardboard box train, etc., where they had to use tools and make plans for their work.

B. Ask students to help list the things that might be needed in building a small house for a dog.

C. Ask students which animals they know about that actually have to build their homes out of materials. (Contrast this with the coyote which lives in a cave.)

II. Discussion With Students

A. What did the boy in the story plan to build?

B. Why is the boy building the house?

C. How big is the house? Did the boy know how big to build the house? How do you know?

D. Has anyone in the class ever built some kind of house? What were some of the things you found you needed to know how to do in building the house?

E. Why did the boy change his mind about the kind of house he had built?

F. Why is the story called "Maybe A Monster?"

III. Related Activities

A. Show films about constructing a house. Show films or filmstrips about animals building a dwelling. Try to relate the films to the notion that making a resolution to complete a job such as in the story requires a belief and feeling of dignity for doing the job well, and not giving up easily.

B. Make lists of different craftsmen who would be typically involved in building a house or building such as a store or office.

C. Consider forming teams to build model buildings and houses. Keep records of how long is needed to complete them; list the materials needed; persons who will do certain types of the work.

D. Consider asking children to do drawings of a house for certain kinds of animals. What would a house look like for a snake, a cat, a kangaroo, etc.

IV. Evaluation of Lesson Objectives

A. Students should be able to list or describe three or more skills needed in building a home for human beings.

B. Students should be able to verbalize an understanding of the story's attempts to show how the boy's desire to stay with the job of building paid off.

C. Students should be able to cite one conclusion the boy arrived at as a result of his attempt to trap an unknown thing and build a house for it.

Story: Bert's Berries
pages 134-142

Book: A Time For Friends (8) Holt

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize that success in a career (job) is dependent on satisfactory interpersonal relationships with employer and fellow workers.
2. recognize that every career has entry, performance, physical, and attitudinal and educational requirements.
3. recognize skills of the decision-making process.
4. explain the relationship of supply and demand.
5. interpret details of character, setting, and events.
6. locate examples of cause and effect in a reading selection.
7. classify ideas according to commonalities of subject, time, place, character, class, and categories.
8. substantiate his conclusions by citing supportive detail in the text.

Relationship of Story to the Objectives

Bert, a bear with an appetite for berries, assumes that all the berries in the forest are his. Due to his greediness he chases a fox from the patch despite warnings from the predator that Bert will be sorry. Bert quickly learns he can't protect his commodity from foraging rabbits. Bert, reluctantly engages the fox as a partner for controlling other poachers.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Whenever you hear about a fox and a bear, do you believe they could ever be friends or partners?

B. In this story a bear, called Big Bert, and a fox become partners.

C. What are several foods you think a bear might like most?

D. In this story we will find out that several animals have very similar appetites for food that grows wild in the forest. What do you suggest it is? Let's look at pp. 134 and 135 and see.

E. Now can anyone guess what sort of business partnership Bert and the fox entered into? Let's read pages 134-144.

II. Discussion With Students

A. Judging by the pictures on pp. 134 and 135 how can we tell that Bert is thinking about the berries. (Accept: 1. The story said it was winter. 2. The "stars" above his head mean what a person is thinking. 3. It was winter time.)

B. In the springtime why didn't Bert go out of his cave and eat the berries? (They were still green.)

C. Why couldn't Bert go to sleep at nights? (Thinking about the berries.)

D. Can anyone name three things that you might imagine indicated to Bert that someone had been in the berry patch? (Trampled vines, footprints, berries are gone, paw prints on the soil.)

E. Why did it seem like a good idea to Bert to climb a tree? (Bert could see the patch better; other animals couldn't see him.)

F. Did it seem to anyone that the berries belonged to any one animal? (Didn't say.)

G. Why do you suppose Bert claimed them? (He believed they belonged to him.)

H. Have any of you been in a situation like this, where something that belonged to no one particular was claimed by a certain person. Explain the situation.

I. What skills did the fox have to share with the bear? Why didn't the bear have these skills. (Rabbits feared the fox more than the bear; he was quicker and could get closer.)

J. How do we know from reading the story that the bear did not share the berries equally with the fox? (Students should refer to passages on p. 139.)

K. What reasons can be given for each idea:
1) This was a good partnership.
2) This was a poor partnership.

L. Can any of you think of a situation you know about where there is (was) an unequal sharing of profits (products) between two or more people.

III. Related Activities

A. Another reason Bert the Bear might give for needing the larger share was because the fox ate other foods and he depended upon berries as his main food. If the share is due to such a reason, then list these foods on the chalk board and ask the students to choose one of these animals that should have the largest share.

	cat	bird	bear	fox	rabbit
berries			x		
chickens					
mice					
hay					
grass					
milk					
seeds					

B. Ask the students to consider how each person has certain skills for doing things. Below is a list of jobs; ask them to select the two skills that would be best matched to form a partnership to get the job done faster and better.

	Building Kites	Selling lemonade	Baking cookies	Mowing lawns	Fixing bicycles	Making Model airplanes
A good talker, speaks to everyone		x		x	x	
Knows how to mix things in right amounts		x	x			
Cutting, pasting, tying string	x					x
Knows how to use a stove			x			
Works with his father at the gas station				x	x	x
Can saw boards straight	x	x				
Reads very well			x			x

IV. Evaluation of Lesson Objectives

A. Students should be able to discuss how some people (animals) take unfair advantage of others because of their demands, skills, size, age, etc.

B. Students should be able to locate at least two passages that explain why persons feel they should have what they demand.

C. Students should be able to describe what is necessary for a good partnership in doing a job.

Story: A Special Name
pages 32-43

Book: People Need People (9) Holt

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. relate resources to needs and wants.
2. relate the physical and emotional benefits of understanding and respecting self and others throughout life.
3. recognize the personal, social, economic and political reasons for work in our society.
4. select details related to character, setting, and events.
5. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention.
6. classify ideas according to commonalities of subject, time, place, character, class, subclass, and categories.
7. infer meanings and attitudes that are left unstated by the author (i.e., read between the lines).
8. predict future action on the basis of previous action and characterization.

Relationship of the Story to the Objectives

A tradition among Indian tribes of North America that is believed to be true is developed in this story. Little Indian is still nameless to members of his tribe. His father, Big Hunter, points out that his young Indian son must go out into the world on his own and do such deeds that will give him an honorable title. Little Indian makes several attempts before he falls heir to a rather happenstance reward for his efforts.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Can anyone give the class names of very well-known American Indians? (List several on the chalkboard at your own suggestion.)

B. How do you suppose the Indians were given these names? (Try to stress the importance Indians gave to the creatures and plants of the forest and prairie.)

C. In this story we will see how "the work" of the Indians was to provide food and shelter for one another. Read to find the different ways Little Indian tried to use the creatures of the forest to give himself a name.

II. Discussion With Students

A. What sort of work did Big Hunter tell Little Indian he did to gain his name?

B. What do you suppose were the kinds of work Indian fathers and sons did each day? What work did the women do? (List their suggestions.)

C. Call upon individual people in class to name the animal Little Indian approached, and tell what happened when he attempted to do something to earn his name.

D. How did Little Indian feel when he failed to accomplish his task?

E. Why did Little Indian want to keep on trying to find a good name?

F. Does anyone in the class feel Little Indian did not deserve the name Snapping Turtle? Ask why not. Does anyone believe he did earn the name? Ask why.

G. How did Little Indian practice some of the skills he will need doing the daily work of a member of his tribe?

Related Activities

A. Suggest to students that they tell short stories about how they think other famous Indians received their names, such as Sitting Bull, Looking Glass,

B. Ask the students to give names to people who were well-known to their tribe for the following:

1. Person who chopped down the best trees for the tepees.
2. Person who could cut deer meat the fastest for making jerky.
3. Person who makes the best clothes from deer skins.
4. Person who could locate the best places to camp.
5. Person who could locate herds of deer and buffalo.

C. Ask students to consider what kinds of Indian names they would expect that could be given to such skills as the following:

1. Plumber
2. Carpenter
3. Race car driver
4. Professional basketball player
5. Airplane pilot
6. Librarian

Evaluation of Lesson Objectives

A. Students should be able to relate job titles to a simple description of the work a person does.

B. Students should show an awareness of a person's self respect by staying with a task despite several failures.

Story: Wet Albert and the Drought Book: People Need People (9) Holt pages 44-52

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. relate resources to needs and wants.
2. relate the physical and emotional benefits of understanding and respecting self and others throughout life.
3. the personal, social, economic and political reasons for work in our society.
4. that in our society he is dependent on the goods and services of others for his welfare and survival.
5. select details related to character and setting.
6. select information dealing with time, place, and culture.
7. the student is able to distinguish a main idea from supporting details.
8. relate cause and effect of events in a reading selection.
9. the student is able to use the following aids to draw inferences from a passage or story:

   (a) relating to knowledge and experiences,
   (b) developing imaginative and logical alternatives.

Relationship of Story to the Objectives

What appears to be a story fantasy points out several instances of the effect too much or too little rain has on the economic welfare of a community.

Suggested Teaching Procedures

I. Preparatory Remarks

   A. How popular do you suppose a student in our school would be if it rained wherever he went?

   B. In this story we will find out how "Wet Albert" and his family attempt to solve the problem of too much rain.

   C. In this story you will find out there are problems when too little rain falls on cities and farms.

Wet Albert and the Drought

II. Discussion With Students

A. Why did Albert look so unhappy at school?

B. Why did Albert's family choose to move to the riber?

c. What work did Albert's father do on the river?

D. On page 48, the story tells about a drought. How did the drought occur?

E. Why were the people so concerned about the drought? How did it change their lives?

F. How was Albert able to help the people whose land was having a drought?

G. Getting Albert's rain to everyone who needed it was a problem. How was the problem solved?

H. What would have happened if Albert's family had decided to take a trip around the world on the oceans?

I. Can anyone think of something that was a problem until someone found a good use of the thing causing the problem?

Related Activities

A. Ask students to think of things that are considered a problem, or have no use to anyone.
Suggest: a) old car tires that have been thrown away.
b) plastic containers that cannot be burned.

B. Now that we have a list of things that are a problem, what suggestions does anyone have concerning possible uses of these things; ways to solve the situation.

Evaluation of Lesson Objectives

Students should be able to list three or more effects drought has on the economic well-being of a community.

Story: Maxie pages 70-79 Book: People Need People (9) Holt

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the physical and emotional benefits of understanding and respecting self and others throughout life.

2. recognize that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

3. recognize the personal, social, economic and political reasons for work in our society

4. recognize that in our society he is dependent on the goods and services of others for his welfare and survival.

5. select details related to character, setting, and events.

6. select information daaling with time, place, and culture.

7. use key words and phrases to answer factual questions such as who, what, when, where, how, and why.

8. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention.

9. use chronological order in arranging events to show a cause and effect relationship among events.

10. infer meanings and attitudes that are left unstated by the author (i.e., read between the lines).

11. use the following aids to draw inferences from a passage or story:

    (a) relating to knowledge and experiences,
    (b) making accurate summaries,
    (c) developing imaginative and logical alternatives.

Relationship of the Story to the Objectives

The feeling of loneliness occurs to everyone at some time or other, when we begin to feel as Maxie did in this story. The people in her apartment house had different kinds of jobs, and each depended upon the other to get ready for the day of work. Maxie found that she was responsible for starting everyone's day.

Suggested Teaching Procedures

I. Preparatory Remarks

   A. Ask the class to make a list of each of the things they do in getting ready to come to school in the morning.

   B. Call upon two or three people to read the lists; put one list on the chalkboard and have the student assign times to each item.

C. Finally, use this list to point out how other people in the family "trigger" the steps in the routine. Develop this idea of sequence of events due to cause and effect among persons in the family by interspersing who is responsible for what occurs just before, or just after each event in the list.

D. Direct attention to the story of "Maxie" in these terms.

II. Discussion With Students

A. List the times given in the story and another list of events that occurred in the story about Maxie's routine.

B. Ask the children to match the times of day with the main events of Maxie's day.

C. Ask the students to locate in the story what each person said happened when each of the events didn't occur.

D. Although, Maxie didn't work on a job with the people in the story, how did she change the day of work for each person when she didn't get out of bed?

E. What does Mrs. Stone mean on p. 77 when she said, "Maxie, you and that bird 'let me down'...."

F. Ask each student to write one example of something they do each day that if they didn't do it, someone might say, "you didn't do your job" today, you "let me down".

G. Ask one or more students to summarize the story by asking--How did Maxie's neighbors show how they appreciated her?

Related Activities

1. Ask each student to prepare a list of things they do regularly each day. Tell them that each thing they list can be completed in a certain time frame. Ask them to keep track of how long it takes them to do each task and make a schedule for themselves. The purpose of this activity is to give them a sense of time order and scheduling.

2. Either assign small groups or the entire class to make a comparison of jobs they do daily that affects other people. List these on the chalkboard, individual sheets of paper, or chart paper. Then, list separately some things they could do that would be even more helpful to family members, friends, or classmates and teacher. Finally, ask each person to estimate when and how long each of the tasks might be done.

3. Suggest each student interview a parent or relative and ask what task, or tasks, they do for other people that their failure to do them would affect their co-worker.

Evaluation of Lesson Objectives

1. Students should be able to either tell about or write a sequence of related events that occur in their daily routines.

2. Students should be able to interrelate several events and persons performing events that affect their daily routine.

Story: Junk Day on Juniper Street pages 80-91 Book: People Need People (9) Holt

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. relate resources to needs and wants.
2. apply the skills of the decision-making process.
3. identify effective shopping techniques.
4. explain how consumer skills can improve standard of living.
5. explain the relationship of supply and demand.
6. recognize that work is a dignified human activity which gives rights to and requires responsibilities from its participants.
7. select details related to character, setting, and events.
8. the student is able to relate supporting details to main idea statements in a paragraph or passage.
9. classify ideas and objects according to commonalities of subject, place, characteristics, class, and categories.
10. interpret the techniques which advertisers use to create favorable attitudes toward their products and persuade customers to buy.

Relationship of the Story to the Objectives

The quip "one man's junk is another man's treasure" is well developed in this story. What began as a neighborhood project to get rid of junk becomes a block-long "garage" sale, where no money changes hand, just junk for junk. The role of the junkman can be developed in this story, the economic value of discards, and the use of the trading media vs exchange of money for goods.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Has anyone on your block had a "garage" sale? What happens at a garage sale? (Try to elicit the class' understanding of how "junk" is defined by themselves; the fact that money may exchange hands.)

B. Ask the students to contrast buying something at a Flea Market--a Garage Sale--and at a Supermarket.

C. Lead the students to consider how the story situation is yet another kind of "exchange of goods". Ask them to be alert to the main difference in a garage sale and junk day on Juniper Street.

II. Discussion With Students

A. What is the purpose of newspaper advertisements? What newspaper "ad" did Mike's father read in the newspaper?

B. Who called the junk man?

C. How did the rest of the neighborhood hear about Mike's family project to get rid of their junk?

D. Why did Mike's father call a junk man?

E. How does a junk man use the things he collects?

F. Does he get money for the junk? What uses would the junk have in order to get money from it?

G. How does the junk man get his jobs?

H. How did the people get ready for their junk day?

I. How do you suppose the people decided what was junk?

J. How did the people decide what was useful?

K. Did anyone pay another person for the things he took? Why not?

L. What reasons could anyone give for why things like radios, televisions, stoves, broken chairs or tables could be useful to one person but to no one else? (Try for idea of necessary skills to fix or get repairs.)

M. Why is it a good idea for families to have a "clean-out-the-junk day" once in a while? (Try to bring out ideas of economic value; danger from worn goods; storage space.)

Related Activities

A. Ask students to make a list of things they own that could be classified as junk. Then ask them to make a separate list of things that they would trade for another thing; a third list of things they think they could sell for money; and a fourth list of things that should be discarded.

B. Ask students to write newspaper ads to describe and set a price on things they would like to sell.

Junk Day on Juniper Street

C. Set up a Flea Market for the class. Ask students to bring personal items they would like to get rid of by two ways:

   1) trade for another item someone has.
   2) sell for a modest amount of money.

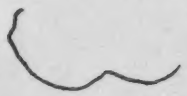
D. Teacher bring sample newspaper classified ads from the "Thriftees" column; garage sales; miscellaneous for sale and trade. Discuss purpose of such newspaper ads as a way of earning money and saving on purchases.

Evaluation of Lesson Objectives

1. Students should be able to define what characteristics goods will have that are classed as "junk".

2. Students should be able to classify personal belongings as junk:

   a) of no value,
   b) of value to others.



Story: No Swimming pages 104-111 Book: People Need People (9) Holt

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. relate resources to needs and wants.
2. recognize the personal, social, economic and political reasons for work in our society.
3. identify ways in which work is shown as a dignified human activity which gives rights to and requires responsibilities from its participants.
4. recognize that in our society he is dependent on the goods and services of others for his welfare and survival.
5. recognize the physical and psychological reasons for work and leisure activities.
6. use key words and phrases to answer factual questions such as who, what, when, where, how, and why.
7. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention.
8. identify kinds of sequence in reading (e.g., logical, spatial, chronological, importance, cause and effect).
9. substantiate his conclusions by citing supportive detail in the text.
10. infer attitudes and values that are implied from television, billboard reading, and magazine and newspaper advertising.

Relationship of the Story to the Objectives

Students will read about a situation where an industry and people living around a lake are shown to be spoiling a favorite recreation spot. Although, the story does not go into detail exploring the conflict between industrial pollution and esthetic, recreationsl uses of natural resources, the teacher may wish to approach this concept using this story content.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Refer students to pages 104 and 105. Ask if they can judge from these pictures which setting shows an example of pollution?

B. After students select the picture and tell about several elements of pollution, ask them to explain how people who love the out-of-doors can sometimes be natures greatest enemy.

C. Lead students to read the story to see how the people living near the lake solved a problem they had created for themselves.

II. Discussion With Students

A. Why was there a sign that said "No Swimming"?

B. What were some of the things the children found on the Lake's beaches?

C. What has happened to the water in which the fish die?

D. What did the children do to help solve the pollution problem?

E. Who were some of the people the children got help from to solve the pollution problem? How did each person or group of people help solve the problem?

F. What sort of a job needed to be done by someone at the Lake to prevent future pollution? List several things this person would do each day around the lake.

G. (optional) How would it be difficult for the people who worked at the factory to keep from putting wastes in the Lake?

H. (optional) How would it be difficult for people camping around the lake to keep from putting garbage and other wastes in the lake?

I. List several ways that pollution can be stopped; by children; by adults.

Related Activities

1. Ask students to keep track of the kinds of pollution they see going to and from school, and at school, and other places they go daily. Make certain they understand the kinds of pollution; help them form a list: air, water, ground litter, ugly sights, harsh, loud noise, etc.

2. Ask students to make a chart such as the following:

Kind of pollution	Things that were polluting (pollutants)	Where located	Solution

3. Start an antipollution campaign in the classroom--request students to volunteer to do the following: Write poster signs, organize pollution patrols for the school, write short stories and poems about preventing pollution. Elicit other ways to promote antipollution by asking students for other ideas.

Evaluation of Lesson Objectives

Students should be able to describe ways in which people working and playing create pollution.

Students should be able to recall at least one cause of pollution and one way to prevent that form of pollution.

Story: Something Queer at the Toy Store Book: People Need People (9) Holt
pages 146-166

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. apply the skills of the decision-making process.
2. identify effective shopping techniques.
3. explain that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.
4. recognize the personal, social, economic and political reasons for work in our society
5. recognize that work is a dignified human activity which gives rights to and requires responsibilities from its participants.
6. recognize that in our society he is dependent on the goods and services of others for his welfare and survival.
7. select details related to character, setting, and events.
8. use key words and phrases to answer factual questions such as who, what, when, where, how, and why.
9. identify kinds of sequence in reading (e.g., logical, spatial, chronological, importance, cause and effect).
10. substantiate his conclusions by citing supportive detail in the text.
11. relate several directly-stated ideas of a passage or story to one or more main ideas.
12. the student is able to identify specific personality characteristics that can be attributed to characters in a story.

Relationship of the Story to the Objectives

Students will find that owning a toy store isn't as simple as it seems. The story relates some of the things that a store owner has to be aware of, such as: the value of his merchandise, the honesty of his workers, and ways to prevent people stealing things from his store.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Ask the students to think of ways that modern stores prevent people from stealing things. Ask if they have ever actually seen someone in a store steal an item.

B. If things are stolen who loses the money that item should have cost? Does the loss of these things force the store owner to increase or lower the price of things you and I have to buy?

C. In this story we will see that a very thoughtful boy aids a store owner and the police to capture a person who was stealing things.

II. Discussion With Students

A. Why did Bobby go to the toy store?

B. How do we know that Bobby knew exactly what he wanted at the store?

C. Why did Bobby suspect something was not right at the toy store when he saw the policeman?

D. What mistake did Mr. Konivi make that led Bobby to believe he had a serious problem on his mind?

E. Had Mr. Konivi had something stolen from his store? Explain your answer.

F. Ask someone to explain the type of work the policeman was doing when he came to the store to talk to Mr. Konivi.

G. What did Bobby notice about the green necklace that led him to believe Bert was probably not telling the truth about the necklace?

H. What were several things the policeman did to trap Bert and his fellow thieves?

I. What reasons can anyone give for why Bert may not have ever stolen anything from the toy store?

Related Activities

1. Ask the students to make two lists of jobs that need to be done in managing a toy store, then list the jobs of a policeman who works around stores, such as a toy store. After the lists are compiled, ask students to either discuss or write an explanation of how a policeman and a store owner cooperate to prevent crimes from being committed.

2. Ask the group to list one thing they would buy another person in their family for a birthday, then write several reasons why they would buy that particular thing for a gift. (Do this to help students realize the importance of planning before making a decision to buy.)

Evaluation of Lesson Objectives

1. Students should be able to explain how stealing from stores causes an increase in the cost of things for sale.

2. Students should be able to list at least two ways in which store owners prevent theft of merchandise.

Story: Such Is the Way of the World pages 14-21 Book: The Way of the World (10) Holt

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. relate resources to needs and wants.
2. explain the relationship of supply and demand.
3. identify the physical and emotional benefits of understanding and respecting self and others.
4. recognize the personal, social, and economic reasons for work in our society.
5. explain how work is a dignified human activity which gives rights to and requires responsibilities from its participants.
6. distinguish the physical and psychological reasons for work and leisure activities.
7. select details related to character, setting, and events.
8. select information dealing with time, place, and culture.
9. relate supporting details to main idea statements in a paragraph or passage.
10. identify kinds of sequence of events: logical, chronological, importance, and cause and effect relationships.
11. predict future action on the basis of previous action and characterization.

Relationship of the Story to the Objectives

This story presents a rather fatalistic account of why certain events occur in the lives of a primitive group of people. A young boy has been given a coveted responsibility to herd the family cows. The youngster makes a number of fortunate trades of goods in his quest for his lost pet monkey. His apparent abandonment of the cowherd to seek his pet had little negative consequence, for as the story theme goes, "have no worries, for that is the way of the world."

Suggested Teaching Procedures

I. Preparatory Remarks

A. Ask: Has anyone ever gained a thing you wanted, by trading something to someone else? In the story we are going to read, a boy has to make several trades of things before he gets the thing he wants.

B. There is a saying spoken by the people in this story that is the same as the title of the story "Such is the Way of the World!" Does anyone have an idea what this saying means?

C. Well, Let's read the story to see what this saying means to the people in this village.

II. Discussion With Students

A. Does anyone have an idea where this story might have taken place? What are several customs (explain the term to the class if they appear to not understand this as a cultural characteristic) that this tribe followed?

B. Why was this such an important day for Desta? Can someone explain why it was a good idea for Desta to take his pet, Jima, with him? Why was it not such a good idea?

C. What are some important responsibilities American boys and girls have that having a pet around while doing the job might not be such a good idea?

D. According to the story which was more important to Desta, his job or his pet? (Call upon several students and ask what each would have done if faced with this situation.)

E. How do we know that this group of people did not pay money for things they wanted, instead, traded things for them.

F. (Direct students to locate in the text and read aloud each of these 'cause and effect' events; request them in chronological order. Say: Students: Desta made several exchanges of things he had. Read to find where each of these problems that occurred led to a trade.

1) Man's dog caused_____to happen. What did Desta receive?_____
2) What happened next? What did Desta receive?_____
3) What happened next? What did Desta receive?_____
4) What happened next? What did Desta receive?_____
5) What happened next? What did Desta receive?_____
6) What happened next? What did Desta receive?_____

G. Why did Desta's father think the monkey helped Desta do his job better?

H. Does anyone have a reason for thinking Desta did not tell his parents what had happened? If he did tell them, what do you expect his parents said about taking Jima along another time?

I. What is meant by the saying: A person should not mix business with pleasure?

J. How was this true? How is this not true?

K. Ask students to tell of instances when they did not mix pleasure with doing a job? Tell about a time when they did mix pleasure with a job they had to do?

L. Can someone explain how the title of this story tells about the feelings the adults in this group of people had about things that happened to them?

Related Activities

Suggest to students to list two or three things they would like to have. Then, ask them to complete the chart regarding the following consumer index for each:

1 Object or Service Desired	2 How much it is Wanted.*	3 What is the supply of these items?**	4 What Would You Trade to get this Thing?
Ex. Baseball glove	much	some	Six toy cars

*Very Much
Much
Same

**Very Small
Some
Much

Point out to the group that the things listed in Column 4 should be related to amount of desire(2), and the supply of the thing(3). Finally, ask students to orally discuss their lists.

Evaluation of Lesson Objectives

1. The students should be able to explain through several examples as to how work and leisure activities can be both negatively and positively related.

2. The students should show an awareness of the relationship between supply and demand for a good or service by being able to identify one instance of a situation where this relationship is evident.

Story: The Sunflower Garden pages 23-33 Book: The Way of the World (10) Holt

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Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. relate resources to needs and wants.
2. explain the relationship of supply and demand.
3. recognize the physical and emotional benefits of understanding and respecting self and others throughout life.
4. identify how doing a job is dependent on satisfactory interpersonal relationships with employers and fellow workers.
5. explain that work is a dignified human activity which gives rights to and requires responsibilities from its participants.
6. explain that in our society people are dependent on the goods and services of others for his welfare and survival.
7. select information related to character, time, place, and culture.
8. relate supporting details to main idea statements in a paragraph or passage.
9. locate examples of cause and effect in a reading selection.
10. classify ideas according to commonalities of subject, time, place, character, class, subclass, and categories.
11. infer meanings and attitudes that are left unstated by the author (i.e., read between the lines).
12. identify ethnic and cultural traits of characters (in relation to events and conditions) within content.

Relationship of the Story to the Objectives

Too often persons are not recognized for the good work they do because of some unrelated human characteristic. In this story being a girl, Pipsa is overlooked by her father and brothers who disregard her abilities and the contributions she makes to the family's level of living in the Indian camp.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Ask: What differences are there in the jobs boys and girls are expected to do around the home? Who ususally gets the most recognition? How do you know? How is this shown by parents and other persons in the home?

B. In this story Pipsa, an Indian girl, is given the name "Sunflower Girl". In some Indian tribes persons are given names for something of importance they have done that is related to their name. The story name "The Sunflower Garden" gives us an idea the girl did something related to sunflowers. However, let's keep in mind there must have been something special about the things Pipsa did with the sunflowers.

C. As you read, look for two or three ways Pipsa received the recognition and help from her father and brothers that she needed in order to help her family live better.

II. Discussion With Students

A. Can anyone think of any reasons why it is probably not unusual Pipsa's good work was overlooked by her father? In this tribe of Indians what were the kinds of work done by the male members and the female members. (List these on the chalkboard).

Jobs done by men and boys	Jobs done by women and girls

Is there any sort of name that could be given to the two lists? (Probe for a superordinate term (s), such as "hunting and trapping" vs "farming" or "cultivation"; "making things for the clothing and shelter" vs "making things for warfare or the hunt".

B. Do men usually have skills or abilities that make them better suited for these jobs? Do women have special skills or abilities for their jobs?

C. Why didn't Pipsa's father recognize the good work she had been doing? (Ask students to locate the explanation on p. 23, then read it.) Where in the story does the father give his reasons?

D. How was the snake important to Pipsa's discovery as a person with important abilities?

E. What were the uses of the sunflower seeds? Does anyone have any idea whether the seeds are still used this way? Why didn't the tribe grow sunflowers before? (No demand)

F. Why was this use of the seeds important to Pipsa's tribe? Why might it be possible Pipsa became a legend within her tribe?

G. Someone find the sentences on p. 25 that tell that Pipsa had to learn on her own how to grow sunflowers.

H. How was the killing of a snake more like her brothers' work than Pipsas? What might have happened if she would have waited to go find her brothers or father?

I. How did it benefit everyone when Pipsa was assisted in her work by other persons?

Related Activities*

1. Suggest that students read other stories about Indians and locate references to the kinds of jobs different members of the tribe were expected to do. Consider expanding the referencing to other cultural groups such as Eskimos, Laplanders, and other agrarian cultures.

2. Suggest that students read about the products made from sunflower seeds; corn and other plants, nuts and fruits the Indians had available to them.

3. All Indian tribes of the plains probably saw sunflowers, but didn't cultivate them, but their demand was nonexistent because they didn't realize the value, let alone the need to cultivate their growth. Ask the students to think about foods, goods, tools, etc. they use in their families that they think may not be known, or used, in other families. Use this discussion as a basis for personal descriptions of the item and ways their family uses the item. Then check out with the class how many people know about it or use it.

Evaluation of the Objectives

1. Students should be able to explain how the resources (products) that are available sometimes determine our wants or desires.

*2. Students should be able to list several jobs or forms of work they do that is considered important to other family members.

Story: A Home in the Desert Book: The Way of the World (10) Holt
pages 149-160

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. identify how resources are related to needs and wants.
2. recognize the relationship of cause and effect - supply and demand.
3. recognize the physical and emotional benefits of understanding and respecting self and others throughout life.
4. the personal, social, and economic reasons for work in our society.
5. translate how work is a dignified human activity which gives rights to and requires responsibilities from its participants.
6. identify the physical and psychological reasons for work and leisure activities.
7. select details related to character, setting, and events.
8. relate supporting details to main idea statements in a paragraph or passage.
9. locate events that show a cause and effect relationship in a reading selection.
10. infer meanings and attitudes that are left unstated by the author (i.e., read between the lines).

Relationship of the Story to the Objectives

This story about a bedouin desert family provides several instances for exploring how limited resources place a high value on their availability. The supply-demand concept is well developed through the events that tell of the meager existence of the bedouin tribes. Abu, the young son of a bedouin tribesman, has a dream of abundant water, "like the shimmering stars," that comes to be, mainly due to his labor in digging a water well.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Ask: Has anyone ever lived for a time in or near a desert? How was living there different from living in an area where there is much rainfall? Can the desert provide enough grass for having many farm animals, like chickens, cattle, sheep, horses, etc? Why don't people living in a desert have large numbers of animals?

B. In this story a desert family has a few goats and sheep that provide them with their food and shelter. What things do you think these animals would give the family? (milk, wool, hides, meat, hair for rope, etc.)

C. On page 150 is a picture of Abu, a member of one desert family. He has a dream that the stars in the sky are like the precious water in the desert. Let's read to see how he works very hard to find that water that he believes is in the desert, just as it is in the sky.

II. Discussion With Students

A. What things did Abu's family need that forced them to move about so much?

B. (Ask students to complete this sentence to set up a discussion of the supply-demand concept.) Students, read this sentence and supply words to fill the blanks. "_____was needed for the sheep, so much, that Abu's family went_____ to find it.

C. How does this apply to each of us, if there is a small amount of something, we will pay much, or do a great deal to get it? Discuss.

D. What two desert resources did the sheep and goats need? What products did the animals provide the family?

E. What was Abu's dream? Why did Abu want a chair for his father? Why was a fine chair important to Abu's father? (Probe for idea of "leisure as opposed to work" - their balance.)

F. What is a "spring"? (Refer the contextual use on page 152.)

G. What did Abu see on the ground that encouraged him to dig in that spot?

H. Abu worked hard digging the hole. Some people might have thought he was foolish. Why was this hard work so important to Abu?

I. Ask: Can someone locate and read several ideas that show how Abu's father did not make fun of his work (p. 155). How did his father's attitude show Abu respect?

J. Why did the "damp" soil encourage Abu to dig more?

K. What is a "well"? How did Abu's father use the "well" to provide for the sheep? Why did the family's well probably make their way of living better for them?

Related Activities

1. Consider doing a "cause and effect" matching exercise with things having varying levels of "supply and demand".

People in the Desert

a. People raised few sheep because - _____
b. Abu dug a well because - _____
c. Sheep and goats can live in the desert because - _____
d. Desert people wore clothing made of wool and leather because - _____
e. Sheep and goats are important because they give - _____

1. there was so little water above the ground.
2. their animals give it to them.
3. little grass grows in only certain places.
4. milk for drinking and cheese-making.
5. they need only small amounts of grass and water.

2. Ask students to list materials they use at school then relate to activities at school. Have them put these in a "cause and effect"--"supply and demand" relationship.

People in School

Materials	Activities
pencils	writing
paper	drawing
books	reading
films	viewing
etc.	etc.

People at Home

Materials	Activities

Evaluation of Lesson Objectives

1. Students should be able to select several activities that people around them do that might be considered a waste of time, but are important to the persons who are doing this work.

2. Students should be able to list several persons who they respect for the good work they do. (The type of work they do should be listed also.)

Story: Charlie, The Tramp Book: The Way of the World (10) Holt
pages 259-285

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. identify resources related to needs and wants.
2. identify physical and emotional benefits of understanding and respecting self and others throughout life.
3. recognize personal and social reasons for work in our society.
4. distinguish the physical and psychological reasons for work and leisure activities.
5. locate key words and phrases to answer factual questions such as who, what, when, where, how, and why.
6. relate supporting details to main idea statements in a paragraph or passage.
7. locate cause and effect statements in a reading selection.
8. classify ideas according to commonalities of subject characteristics, character, and categories.
9. use the following aids to draw inferences from a passage or story:

   (a) relating to knowledge and experiences,
   (b) making accurate summaries,
   (c) developing imaginative and logical alternatives.

10. predict future action on the basis of previous action and characterization.
11. infer meanings and attitudes that are not directly-stated by the author.

Relationship of the Story to the Objectives

In stories where animals are personified to exhibit human qualities and values, the beaver is often used as an exemplification of ambition and worth. Charlie, the beaver, tries to break this stereotype, but some instinctive force prevents his dream of a leisure life style.

Suggested Teaching Procedures

I. Preparatory Remarks

   A. Ask: Class, what does the expression "busy as a beaver" mean? Has anyone ever seen a beaver? What sort of work does a beaver do?

   B. In this story Charlie, a beaver, decides that he will become a tramp. How does a tramp live? Do you think a beaver would be happy as a tramp? How would other beavers feel about Charlie becoming a tramp?

   C. Let's read the story to see whether Charlie was able to become a successful tramp.

II. Discussion With Students

A. Ask: After Charlie announced he wanted to be a tramp, why did grandpa put the quarter back into his pocket that he had offered Charlie?

B. What are the jobs a beaver does? (Form a list from the sentences on page 263.) Which skills did Charlie need to practice? Why was it important that beavers keep their fur and claws in good condition?

C. What are the things a tramp is expected to do? (Ask students to compare this job description with that of the beaver.)

D. Why do you think mother beaver suggested that Charlie should try being a tramp? Ask: Locate the things that grandpa and father beaver say that show mother beaver was probably right. (See p. 267)

E. Ask: Is enjoying "leisure" the same as being "lazy"? (Ask the class to draw from the story to differentiate the two.)

F. What was the first thing that happened to Charlie that he called "something nice". (See p. 275). Ask: As you read the story what did you think the trickling, tickling song was? Why do you think the song made Charlie so restless?

G. Why did Charlie start cutting trees and swimming into the stream? Why did building a dam cause a pond to form? Why did the tickling sound stop after he built the dam?

H. Why did the beavers "whack" their tails on the water?

I. How did the beavers know who built each of the dams on the streams? Ask: Can anyone explain how the beaver family showed their respect for Charlie after he built the dam?

J. Ask: Does anyone have any ideas about whether Charlie may continue to be a tramp.

Related Activities

1. Suggest to students to list animals that are considered having the following characteristics. Then ask them to rank them as"most", "some", "least" in having each quality.

	Characteristic Qualities				
Animal	Strength	Ambition	Cleverness	Wisdom	Laziness
Beavers		most			
Foxes			most		
Eagles		some			
etc.	etc.	etc.	etc.	etc.	etc.

2. Charlie was told by his mother to keep his claws and teeth sharp because these were the "tools" of his work. List several animals and human workers, list their main tools, and the uses of the tools.

Charlie, the Tramp

Workers	Tools	How Used in Work
Beavers	claws	holding, digging
	teeth	cutting trees, chewing
Eagles		
Foxes		
Monkey		
Carpenter		
Fire Fighter		
etc.	etc.	etc.

3. Consider requesting students to think of some animal they could compose a story about that has some human-like characteristics. This story (or stories) might be dictated as group stories. Lead students to include concepts of "dignity of work", leisure vs laziness vs work.

Evaluation of Lesson Objectives

1. Students should be able to describe the difference in activities that are done for leisure (enjoyment, recreation) by some persons and are done as work (income, economic needs) by others.

2. Students should be able to tell or write at least two reasons why people work in our society.

Story: Gertrude's Pocket pages 36-51 Book: Never Give Up (11) Holt, Rinehart and Winston, Inc.

Career and Consumer Education and Reading Skill Objectives

The student will be able to:

1. recognize ways persons make decisions to buy.
2. identify the benefits derived from cooperating with others in making decisions.
3. select information dealing with time, place, and culture.
4. select details related to character, setting, and events.
5. describe ways that events in a passage may be related through contrasting, and describing, events.
6. infer meanings and attitudes that are not directly stated by the author.

Relationship of the Story to the Objectives

In this story, a young girl, Gertrude, is bothered by a classmate, Watson. When she receives a dollar for assisting a stranger, Gertrude's struggle in making a decision as to how it is eventually spent exposes the reader to 1) the skills of the decision-making process and 2) the benefits of understanding and respecting self and others.

Suggested Teaching Procedures

"A neighbor down the street, Mary, has been bothering Cindy. What do you think she had been doing? What do we mean when we say bothering?" Write bothering on the board. "How do you feel when someone bothers you? Let's read to find out who was bothering a girl named Gertrude and how she felt when it happened."

Students read pages 36-43 silently.

"How did Gertrude feel about Watson? What may be a reason for Watson bothering Gertrude? Now Gertrude has a dollar to spend. How did her family try to help? Read on to find what Gertrude decided to buy."

Students read pages 44-51 silently.

Follow-up Questions:

1. How did Gertrude's feelings about Watson change in the story?
2. What did Gertrude do with her dollar?
3. Why was that decision difficult for her to make?
4. What are some decisions on which you took a long time to decide? What helped you decide?

Related Activities

1. To assist in describing feeling and emotions, do activities on TG pp. 61 and 62.

2. Explain to class they will decide how an afternoon block of school time should be planned. List of the board the activities which must be included (e.g. writing lesson, bathroom break, math quiz, et.) Discuss the ways they could make their decision (one person chosen to decide, entire class decide on plan, divide into smaller groups which present their own plans for class vote.) On three separate days, allow ten minutes for class to use one of the methods of making decisions. Then follow that plan for the afternoon. On fourth day, have class discuss the various decision-making methods they used. Classify them by which was the easiest, most fair, took the longest time, etc.

3. Go on an imaginary shopping trip. Explain to the class each child has a dollar to spend for someone else. List on the board their suggestions of various items which can be purchased with a dollar. Then each student should write what he will buy on a piece of paper cut the size of a dollar bill.

Evaluation of Lesson Objectives

Children will be able to demonstrate different ways of making a decision.

Story: Mexicali Soup pages 58-70 Book: Never Give Up (11) Holt, Rinehart and Winston, Inc.

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. explain how success in doing a job well is dependent upon interpersonal relationships with fellow workers.
2. recognize how skills and training bear on making wise uses of materials purchased to develop a product.
3. select details related to character, setting and events.
4. extend a sequence of ideas that occurred in a story by providing additional examples of ones own.
5. paraphrase directly--stated information he has read.
6. predict future action on the basis of previous action and characterization.

Relationship of the Story to the Objectives

The reader will discover when Mama goes shopping to buy the best ingredients for her special Mexicali soup, the family's suggestions result in quite a different version of soup. Her cooperation with their requests and her knowledge of the final recipe will be adding special interest to the story.

Suggested Teaching Procedures

Write any recipe of the board omitting the title. "Have any of you helped to cook at home? What do you think this recipe will make? I left out the recipe title--what would happen if I left out one ingredient when I was making it? Let's read to discover what happened when Mama listened and followed her family's ideas of changing her Mexicali Soup."

Students read pp. 58-70 silently.

Follow-up Questions:

1. What did the family ask Mama to leave out of the soup?
2. What happened at supper? Were you surprised at what happened?
3. How did Mama feel as she met each family member?
4. What do you think will happen the next time Mama makes Mexicali Soup?

Related Activities

1. Have children bring other soup recipes from home to make a Soup Cookbook.

2. Plan a cooking time when the class prepares a stew recipe in a crock pot or on a hot plate. List the various ingredients needed and have class members bring them. If someone forgets their ingredient, prepare the stew anyway. Discuss whether the absence of certain ingredients changed the flavor of the stew? If so, how?

3. List the following household needs on board. Have the class identify the store where the product could be purchased.

PRODUCT NEEDED	STORE AND DEPARTMENT
nails	
garden hose	
car battery	
furnace filter	
crackers	
bathroom rug	

Evaluation of Lesson Objectives

Children will be able to name five home products and identify the stores in which they could be purchased.
Students will be able to think of situations whereby experience in doing a task or making a product is shown as the difference in success and near failure.

Story: Alexander and the Magic Mouse
pages 112-130

Book: Never Give Up (11) Holt

Career and Consumer Education and Reading Skill Objectives

Goals

CA 1 A Benefits of respecting others and self.

CA 1 B Interpersonal relationships with employers and fellow workers.

CA 2 A Personal, social, economic and political reasons for work.

CA 2 C Dependence on others for welfare and survival.

Relationship of the Story to the Objectives

The characters in this story include an Old Lady who lives with her cat, mouse, and pet alligator. The Magic Mouse seems to have special insights and informs the Old Lady that it is going to rain for 30 days and 30 nights. She prepares the household for the storm. The Old Lady realizes that the townspeople must be warned of the storm also. Ultimately, Alexander volunteers to deliver the message. He is frightened and challenged by the task. But, Alexander has always wanted to be accepted by the townspeople and to be their friend. This has been denied him because they are afriid of him. Alexander hopes they will accept him and his important message when he arrives in the town. Alexander succeeds in his mission and returns safely, but sick, to the Old Lady's house. His heroism is rewarded by the eventual acceptance and recognition by the townspeople. The strongest points of this story are Alexander's strong personal reason for work - acceptance - and the dependence of people on one another, in this case, for survival.

See Summary Statement in Teacher's Guide

p. T 194
p. T 207

Suggested Teaching Procedures

1. See p. T 194 Activity

2. What happens to rivers when it rains a lot?
   What happens to a town that is "flooded"?
   See p. T 207 Activity

3. Which persons in the community help us when weather disasters arise?

Related Activities

1. Who accepted and cared about Alexander?

2. Have you ever felt misunderstood as Alexander did?
   Why is it important for others to like you?
   How do you feel?
   How do you feel if you know others misunderstand or dislike you?

3. How do you feel about storms? Have you ever been in a bad storm? Do they scare you? Discuss different types of storms; cyclone, flood, hurricane, wind and rain, thunderstorms, etc.
   How do people prepare their safety from storms? Are people warned of coming storms, and how to prepare for them?

4. Tell why the people were anxious to work together on the wall.

5. After the flood was over, what change do you see in the peoples' attitude towards the alligator? (see p. T 220) Is the change in attitude important to Alexander?

6. See p. T 225 Enrichment

Evaluation of Lesson Objectives

1. When Alexander arrived in town with his message everyone was frightened by him.
   One little boy stopped and gave him a chance to explain.
   Tell how and why it is important to be given a chance to explain and be understood?
   How and when would it be important to you?

2. It feels good to be accepted and appreciated.
   What does that mean?
   Tell about ways you know you are accepted.
   How do you know when someone has appreciated you?

Story: A Walrus Named Boris pages 138-147 Book: Never Give Up (11) Holt, Rinehart and Winston, Inc.

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recall events that illustrate the benefits of respecting self and others.

2. recognize the personal and social reasons for work.

3. acquire understanding of how persons depend on others for their welfare and survival.

4. relate how skills are related to productivity.

5. translate story events to describe imaginative and logical alternative and logical alternative ways of doing things.

6. predict future action on the basis of previous action and characterization.

7. recall selected details related to character, setting and events.

Relationship of the Story to the Objectives

In this poem, Boris, a walrus who lives in the zoo, wants to be in charge of the zoo. But he quickly finds out when given that responsibility, a zoo keeper's job was more work than he had expected. Boris was then content to return to his former life as a walrus.

Suggested Teaching Procedures

"Who can name five animals which live in a zoo?" List them on the board. Where do these animals normally live? What special cages and food did the zoo need for these animals? Who takes care of the animals? Let's read the poem to find who became the new zoo keeper and how he felt about the job."

Students read pp. 138-147 silently.

Follow-up Questions:

1. Why did Boris want to be the zoo keeper?

2. What problems did he have on the job?

3. How did Boris feel about the trade he had made?

4. What lesson did he learn from this experience?

Related Activities

1. Discuss what happened to the zoo when Boris was in charge. Write on the board But What If..... Suggest other places

where someone else would suddenly trade jobs (such as TV station, Memorial Coliseum, etc.) What changes would probably occur? List them on the board.

2. Schedule a resource speaker for your class who would discuss animal care. This could be a veterinarian, a zoo worker, a horse trainer. Include how they acquired the special knowledge for their job.

3. Plan a field trip to the zoo with emphasis being on the various zoo cages and how they are adapted to each animal. Also identify a special need of each animal of which the zoo needs to be aware.

4. Read Zoo Babies by William Bridges.

5. Assign different animals for some members of the class to prepare a report. Fold a large sheet of paper (30 x 36 or more) into six sections. In each section, have them write a fact about that animal (its natural habitat, food it eats, words used for adult and baby animal.) Display these reports on the wall.

Evaluation of Lesson Objectives

Children will be able to name four tasks a zoo keeper must know how to do.

Story: Little House in the Woods pages 168-176 | Book: Never Give Up (11) | Holt, Rinehart and Winston, Inc.

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. interpret the interpersonal relationships among fellow workers.
2. recognize the personal, social, and economic reasons for work.
3. explain how persons are dependent upon others for welfare and survival.
4. recognize the relationship between supply and demand.
5. recognize how needs and desires for goods are determined by their availability.
6. recall details related to character, setting and events.
7. relate supporting details to main ideas in a passage.
8. identify the cause and effect relationships between events in a story.

Relationship of the Story to the Objectives

The introduction to this story and the first section which describes Ma's and Laura's adventure when a bear is mistaken for a cow provides the reader with an excellent insight into the life of a prairie homestead family in the 1870's. The various responsibilities of each family member and the necessity of providing for their own needs is included.

Suggested Teaching Procedures

If possible, bring any type of hand tool which was important to the early settler, such as butter churn, hatchet, washboard, etc. Discuss how the tool was used and why it was important to people who lived many miles from any store and did not have any type of motor or electricity. From this, expand into other areas of pioneer life in which they are familiar. "Let's read to find what life was like for the Wilders, a pioneer family who lived in a little log house in the big woods."

Students read pages 168-170 silently.

"Why did Laura's family have to make, grow, or find almost everything they needed? When was Laura born? What was her job in the family? Let's read about what happened one day when Pa was away."

Students read pages 171-176 silently.

Follow-up Questions:

1. What chore did Ma and Laura have to do?

2. How did Laura feel about helping Ma?

3. What did Ma realize when she was unable to open the gate very far?

4. How did Ma and Laura feel when they knew the animal was not Sukey, the cow?

Related Activities

1. List on the board these family jobs. Have children identify in one column who was responsible for doing them in the story and in the second column who would be responsible for doing them in their family if that job is still done.

FAMILY JOB	WILDER FAMILY	MY FAMILY
Cut trees into logs for the house		
Set the table		
Make the clothes		
Feed the animals		
Trap wild animals for fur		
Do the cooking		
Cut trees into firewood		
Cares for the garden		

2. Identify feelings Laura and Ma had in the story. Have children demonstrate non-verbally these feelings. Discuss other situations where these feelings are experienced.

3. Arrange for a member of the local historical society to visit the classroom and explain what life was like in the local community 50 or 100 years ago. A grandparent of one of the children might be invited to visit and explain how his childhood was different than theirs.

4. Do activity on TG p. 292 of constructing pictures--compare to directions given to people in their jobs

Evaluation of Lesson Objectives

Students should be able to select certain tools and materials needed by pioneer people; then relate how they used natural materials and resources to construct the things they required to survive.

Story: Mary of Valley Forge
pages 194-207

Book: Never Give Up (11) Holt

Career and Consumer Education and Reading Skill Objectives

Goals

CA 1 A Benefits of respecting self and others

CA 1 B Interpersonal relationships with employer and fellow workers

CA 2 A Personal social economic and political reasons for work

CA 2 B Work, a dignified activity with rights and responsibilities

CA 2 C Dependence on others for welfare and survival

Relationship of the Story to the Objectives

In this story, Mary McDonald, an 8 year old girl, wants to help the American troops at Valley Forge. She goes there and volunteers her help. Perhaps the strongest points in this story are Mary's strong personal reason for working and the apparent needs of the Army at Valley Forge. Their survival literally depends on the help of others. Mary does help fill baskets with food and deliver them to the soldiers. She also helps by her spirit of encouragement as she delivers the baskets to the huts. This story builds a strong base upon which the teacher can initiate a discussion of the value of one person's efforts making a difference.

See Story Summary in Teacher's Guide

p. T 338
p. T 351

Suggested Teaching Procedures

1. See Activity listed under Vocabulary in Teachers Guide p. T 339. This is a good introduction to the story, as well as, an introduction to some simple historical facts.

2. Make a picture showing something you are proud of that you have done for someone else at some time.
   Share the pictures and discuss them.

3. Use AV Material that is related to this story and time period in history.

Related Activities

1. Discuss ways in which the American Colonies still needed the English. (as a source of trade, supplies)

   Discuss ways in which countries find it necessary to depend on one another today. (for economic reasons, for protection)

   Discuss ways in which people find it necessary to depend on one another today. (for social and emotional reasons)

Mary of Valley Forge

2. In which paragraph did Mary think about how proud she was to belong to the American Army?

   Is what Mary doing important?

   Will it really help the Army?

   What other kinds of volunteers are needed in wartime?

3. (p. T 354) Why didn't the soldiers turn up the furnaces to get more heat in their log huts?

   Compare then and now in terms of modern conveniences.
   (Children may need to research this some)

4. (p. T 358) What did the author mean "Spring brought life and hope to Valley Forge"?

   In what ways?

5. (p. T 359) How might Mary have felt about George Washington being chosen the first president?

6. (p. T 351-352) Dramatizing certain aspects of life during the American Revolution.

7. (p. T 363) Model of Valley Forge.

8. Use of AV Material; relate this story to the Bicentennial.

Evaluation of Lesson Objectives

1. Tell about a time when you decided to work for something and why you felt it was important to do.

2. Explain how you are dependent on other members of your family.

Story: George Washington's Breakfast pages 208-219 Book: Never Give Up (11) Holt

Career and Consumer Education and Reading Skill Objectives

Goals

CA 1 B Interpersonal relationships with employers and fellow workers.

CA 2 A Personal, social, economic and political reasons for work.

CA 2 C Dependence on others for welfare and survival.

Relationship of the Story to the Objectives

The main character in this story is George W. Allen. He is a very tenacious and inquisitive young man. George is very proud of the fact that he and George Washington have the same first name and the same birthday. One morning George ponders the question of what George Washington must have eaten for his breakfast. He convinces his grandmother to cook such a meal for him, if he can locate the information. The main emphasis in this story is George's strong personal reason for personal efforts to complete a job through his persistence. Many other people cooperate to help George in his efforts.

See Summary Statement in Teacher's Guide

p. T 364
p. T 377

Suggested Teaching Procedures

1. Use Audio-Visual material related to this time period in history.

2. See p. T 364 Preparing To Read Activity.

3. See p. T 374 Library Card Catalog
relate to activity above.

4. Ask the children if they have visited any local historical sites: Ft. Vancouver, Ft. Clatsop, etc. Discuss things you can learn from visiting such places.

Related Activities

1. How do you know that George's grandmother knew her grandson very well? (see p. T 367)

2. How do you know that George probably visited the school library often? (see p. T 368)

3. What was the guard's job at Mt. Vernon?

4. How did George feel when his mother suggested he give up his search? (see p. T 372)
   Have you ever wanted to be alone when you were angry? (see p. t 372)

5. What did George's parents do when he ran to the attic?

6. If this story were to continue, what do you think would happen next? (see p. T 383)

7. See p. T 375 Enrichment: Let's Pretend

8. See p. T 389 Enrichment: Breakfast Party

Evaluation of Lesson Objectives

1. Have you ever worked hard to accomplish something like George did? Have you ever had your parents or friends suggest it would be better if you gave up or waited a year? How did you feel?

2. Sometimes the story ends differently. Suppose you want to do something and after trying hard your parents suggest you give up or wait awhile. Suppose you have to; there is no other way.
   How can you learn and grow from this?

Story: Where the Good Luck Was
pages 226-241

Book: Never Give Up (11) Holt

Career and Consumer Education and Reading Skill Objectives

Goals

CA 1 A Benefits of respecting self and others

CA 1 B Interpersonal relationships with employers and fellow-workers

CA 2 A Personal, social, economic, and political reasons for work

CA 2 C Dependence on others for welfare and survival

CON 1A Resources related to needs and desires

Relationship of the Story to the Objectives

In this story Arnold returns home from the hospital with a broken leg and wooden crutches. He is greeted by a group of neighborhood friends who promptly decide that it would be "cool" for a kid on their block to have shiny aluminum crutches. A meaningful group goal becomes the reason for Arnold's friends to band together and work to raise the needed money. This story illustrates the need for people to work together cocperatively. It also points out that we must have the financial resources necessary to meet our needs or, in this case, desires.

There is an excellent opportunity to help children clarify values in this script. Would they keep or return something of value which they find but know belongs to someone else?

The boys in this story deal with this question when they clean out Mr. Pendleton's attic.

See Summary Statement in Teacher's Guide

p. T 400
p. T 413

Suggested Teaching Procedures

1. Ask if any of the children have experienced a broken arm or leg.

   Discuss what happens to you when you break a bone. (Use a health book or library book to research this.)

   Discuss how Arnold broke his leg. Was he careless, foolish, in an accident?

   Discuss any positive aspects of an experience like this - extra attention, gifts, autographed cost.

Related Activities

1. (p.T 404) How did Jackson show that he would probably meke a good businessman?

   How did Lucky feel about buying gum from Jackson?

2. (p.T 405) Can you think of any other ways the boys might make the money necessary for crutches?

3. Why did the boys make a new agreement with Mr. Pendleton?

4. (p.T 412) Enrichment
Contributing to a Charity

5. Did the boys do the work they had agreed to do?

Did Mr. Pendleton pay them as agreed?

6. What was the original reason the boys wanted to buy the crutches? Was that a good reason to buy them? Why or why not?

7. At the end of the story - what did Lucky have that the boys needed?

8. What did the boys finally decide to do with the crutches?

Do you feel this was a good reason to earn money and buy crutches?

9. (p.T 425-426) Mystery Object

10. (p.T 426) Enrichment

Evaluation of Lesson Objectives

1. Share an experience where you were involved in a group which worked towards a common goal--to raise money for a field trip, produce a play or program, earn an award.

2. Tell how you use your allowance to buy things you need or want. Sometimes you want more than you have money for. What would you do then?

Story: Fidelia pages 242-252 Book: Never Give Up (11) Holt

Career and Consumer Education and Reading Skill Objectives

Goals

CA 1 A Benefits of respecting self and others.

CA 1 B Interpersonal relationships with employers and fellow workers.

CA 2 A Personal, social, economic, and political reasons for work.

CA 2 B Work, a dignified activity with rights and responsibilities.

Relationship of the Story to the Objectives

In this story Fidelia yearns to play the violin. For several reasons she cannot, but plays the tom-tom in the school orchestra instead. Fidelia is true to her own dream but also cooperative in working with others. She has a very strong personal reason to work to prove herself. Fidelia enlists the help of her brothers and sister to help her do things she could not do. The strongest points in the story are Fidelia's strong reason to work and the sense of worth she feels when she achieves her goal.

See Summary Statement in Teacher's Guide

p. T 242
p. T 250

Suggested Teaching Procedures

1. See Activity - Musical Instruments p. T 428-429.

2. See Activity - Peter and the Wolf p. T 442-443.

3. Ask children if any of them play musical instruments. Discuss how they look, sound, how you make sounds. Encourage children to bring in any instrument and play a tune.

Related Activities

1. How was Fidelia different from the other members of her family? (p.T 430)

   Was she happy about this difference? How did she feel?

2. What musical instruments did the other members of Fidelia's family play? (p.T 430)

3. Why did the other members of Fidelia's family play musical instruments? (enjoyment, personal satisfaction, second occupation--moonlighting).

Fidelia

Evaluation of Lesson Objectives

1. Tell about something you would really like to accomplish - play an instrument, be a good artist, learn how to sew or knit, be a good football or baseball player, etc. Why do you want to accomplish your goal? What makes it important to you?

   Do you want to achieve this because it is important in the eyes of your family members? What will you need to do to reach your goal?

2. Tell how you feel about yourself when you are able to do something well - something you have had to work hard to accomplish ... like you make the first-string basketball team or you advance into the next dance group or the next grade after working all year.

Story: The Talking Leaves Book: Never Give Up (11) Holt
pages 260-269

Career and Consumer Education and Reading Skill Objectives

Goals

CA 1 Benefits of respecting self and others.

CA 2 Interpersonal relationships with employers and fellow workers.

CA 3 Personal, social, economic and political reasons for work.

CA 4 Work, a dignified activity with rights and responsibilities.

CA 5 Dependence on others for welfare and survival.

Relationship of the Story to the Objectives

This is the true story of Sequoyah, a Cherokee Indian who devised a written language for his people. Because Sequoyah hurt his leg as a boy, he was never able to hunt and fish as the other men of his tribe did. Instead he learned to use his hands to make special things like masks, beads, iron pots, etc. During the war of 1812 Sequoyah fought with the Americans. He saw a soldier looking at a paper with marks on it. He called th marks "talking leaves" because they seemed to talk to the soldier. From that time on despite opposition from his friends and family, Sequoyah determined that he would somehow make "talking leaves" for the Cherokee people. He worked for a long time and eventually developed a sign for each sound in the Cherokee language, winning the respect of his people. The strongest point in this story is Sequoyah's strong personal determination to reach his goal. Because of his handicap he had developed special skill with his hands. He had imagination and intelligence and used these gifts for the good of many.

See Summary Statement in Teacher's Guide

p. T 464
p. T 477

Suggested Teaching Procedures

1. See p. T 464
   p. T 477-478

2. Discuss how words are made up of sounds. Break up some simple phonetic words into sounds.

3. Use AV material on Cherokee Indians, Language, specifically use "The Adventures of Trogmaffy" Part 1 & 2 to see how sounds can be used to make words.

The Talking Leaves

Related Activities

1. What special talents did Sequoyah have? (p.T 467)

   What special things could he make and do?

   Why was Sequoyah able to develop the use of his hands more?

2. Why would Sequoyah want to fight with the Americans? (p. T 468)

3. Why might writing have seemed so strange to the Indian brave? (p.T 468)

4. What decision did he make when he returned to his people? (p.T 469)

5. How do you know that Sequoyah was not a person to give up easily? (p.T 471)

6. How do you know this work was very important to Sequoyah?

7. How did Sequoyah know that it was possible for others to learn to read and write using his syllabary? (p.T 472)

8. In what way did the Cherokees' attitude change toward Sequoyah? (p.T 480)

9. Sequoyah had worked very hard on his talking leaves. Did he feel it was worth it? Why?

10. (p.T 481) What shows you that Sequoyah was truly a man concerned about his own people?

11. See p.T 473 Details

12. See p.T 483 Character Traits

Evaluation of Lesson Objectives

1. Sequoyah channeled a negative circumstance - physical handicap - into positive action.
   Do you know anyone who has done something similar?
   Use well known cases, such as Helen Keller. Can this apply to you in a smaller sense?

   Can we turn seemingly bad or unfortunate things that happen to us to our advantage? How?

2. Have you ever wanted to do something but have been discouraged by your friends or family saying you couldn't or shouldn't do it? or it's silly or crazy? How does it make you feel when they say these kinds of things?

   How do you know what you should do?

Story: Gumdrop on the Move pages 282-291 Book: Never Give Up (11) Holt, Rinehart and Winston, Inc.

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize the physical and psychological reasons for work and leisure activities.
2. identify how resources can be related to personal needs and wants.
3. explain how productivity is related to personal skills.
4. select details related to character, setting and events.
5. relate supporting details to main ideas of a story.
6. identify sequence of events based on chronological and cause and effect relationships.
7. paraphrase directly--stated information from a story.

Relationship of the Story to the Objectives

A 1926 Austin is the focus of this story which takes the old car through several owners. The reader will discover 1) the various needs the owners had, and 2) the special knowledge Mr. Oldcastle, the final owner, needed to restore the vintage car.

Suggested Teaching Procedures

Display an old, tattered book and a new book. Contrast the value of the two books. Then ask "When does an object sometime become more valuable when it's old than when it's new? Can you name some items which are old and yet valuable?" (coins, dishes, rifles, etc.) "In this story, an old car is bought by several people and then resold. Read to find the various reasons Gumdrop, the old car, was purchased."

Students read pp. 282-291 silently.

Follow-up Questions:

1. Who wanted Gumdrop the most? Why?
2. Why didn't Mr. Oldcastle recognize the car?
3. What past experiences of Mr. Oldcastle probable helped him to know how to repair and restore the car?
4. What must a person know to restore an old house, an old bicycle?

Related Activities

1. Have students match owners with reasons why they sold Gumdrop. In one list write owners' names; in other list write all the

reasons the car was sold. Match the correct owner with his particular reason.

2. Prepare a chart of how the automobile helps their family.

FAMILY MEMBER	USE OF CAR	HOW IT WOULD BE DONE WITHOUT A CAR

3. Ask librarian to visit the class and demonstrate how books are repaired and restored.

4. Use activity on T.G. p. 536 for mock car show.

Evaluation of Lesson Objectives

Children will be able to list three ways automobiles are important to us. Children should indicate an understanding of the importance of maintenance of things we use in extending the long-term use of them.

Story: The Golden Treasure pages 292-300 Book: Never Give Up (11) Holt, Rinehart and Winston, Inc.

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize how our welfare and survival often depends on other persons with special skills.
2. explain how the choice of resources is based on particular needs and desires.
3. recognize how personal skills are needed for making wise decisions to buy.
4. use key words and phrases to answer factual questions such as who, what, when, where, how, and why.
5. select information dealing with time, place and culture.
6. relate supporting details to main ideas statements in a paragraph or passage.
7. identify kinds of sequence of events in a story of logical, chronological, importance, and cause and effect relationships.

Relationship of the Story to the Objectives

A sea captain is sent to find and bring back the most precious thing in the world. His persistance and special skills are evident in the story. His choice of wheat as the most precious thing is finally realized by the Proud Lady as being the wisest decision.

Suggested Teaching Procedures

Do preparing to read activity on T.G. p. 538 for concept of choosing something precious. "Read the story of a sea captain to discover the most precious thing he chose to return to the rich and powerful ship-owner, Proud Lady."

Students read pp. 292-300 silently

Follow-up Questions:

1. Why did the Proud Lady choose the captain?
2. What would he receive for bringing back what ever was most precious?
3. What treasures did he consider along his journey?
4. Why did he choose the wheat?
5. What happened to change the Proud Lady's mind?

The Golden Treasure

Related Activities

1. Compare how the dumping of wheat affected Stavoren. Elicit understanding of students for anticipating the effect on a family's life when certain changes occur.

FAMILY CHANGES	EFFECT UPON FAMILY
New baby arrives	
Parent is injured and cannot work	
Family moves to new city	

2. Have each child write Treasure Chest on paper. Direct them to list three items that personally belong to them which they value the most. Then, compile a class list noting the items which are most frequently repeated.

3. Plan a treasure hunt. Divide the class into four groups. Give each group a small bag of candy or similar treat as the treasure they are to hide. Their task is to write a set of directions to find the treasure which will be exchanged with another group to use. This activity could be extended to the playground area, other parts of the school, as well as within the classroom.

4. Do activity on TG p. 551 which uses the terms pay and owe.

Evaluation of Lesson Objectives

Children will be able to priortize a group of five items with the most precious to them being ranked as first. Each child's list will vary. Emphasize that ordering ones choices prior to making consumer decision is important.

Story: The Hermit Business Special Happenings (12) Holt
pages 46-56

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. relate resources to needs and wants.
2. explain how consumer skills can improve standard of living.
3. explain the relationship of supply and demand.
4. recognize the physical and emotional benefits of understanding and respecting self and others throughout life.
5. recognize the personal, social, and economic reasons for work in our society.
6. distinguish the physical and psychological reasons for work and leisure activities.
7. select details related to character, setting, and events.
8. relate supporting details to main idea statements in a paragraph or passage.
9. classify ideas according to commonalities of subject, time, place, character, class, subclass, and categories.
10. classify a statement as fact, inference, value judgment, or opinion.
11. infer meanings and attitudes that are left unstated by the author (i.e., read between the lines).
12. support his conclusions by citing supportive detail in the text.
13. recognize that an author writes with underlying assumptions, which may include: preconceived attitudes, prejudices, stereotypes, and generalizations.
14. identify ethnic and cultural traits of characters (in relation to events and conditions) within content.

Relationship of the Story to the Objectives

This story provides content to pursue a contemporary issue related to alternative life styles. The author provides a realistic preconceived notion about people who provide a living for themselves by using the "land" to suit themselves. The content of this amusing story can be used to pursue such concepts as stereotyping, supply and demand, and facts and opinions.

The Hermit Business

Suggested Teaching Procedures

I. Preparatory Remarks

A. Ask: Can anyone tell me about the story of Robinson Carusoe? How about the Swiss Family Robinson?

B. How do people who live away from civilization get by without the conveniences of living in or near a town?

C. Can anyone tell about any persons you know about or have seen who look like the Hermit on page 53? (Hopefully, students will mention a "hippy" type person. If so, then ask them to describe a "hippy" or whoever is mentioned.

D. Ask students to read to find out these things about the "hermit":

1. Why were the children curious about the hermit?

2. How did the hermit provide for himself?

3. Did the hermit have a great need for people? (was his "demand" high for them?)

4. When he was around people, what did the hermit have a large "supply" of?

II. Discussion with Students

A. Direct students' attention to the pictures on pages 46 and 47. Ask: What is meant by the words "isolated island"? If a person isolates himself, does this mean he doesn't want people to see how he lives? Was this true of the hermit in the story?

B. Elicit answers to the thinking promoted in Part I-D.

C. Can someone explain how the hermit used his skills, in buying the few things he did buy, to get along without living in town?

C. What does the expression "live off the land" mean?

E. How do you suppose the hermit used the sheep to provide for his needs?

F. Ask the students to give ideas to contrast the children's ideas about the hermit before they met him with those they formed later.

G. Ask: Why do you suppose people suspect persons who live differently are thought to be doing mysterious or illegal things, such as possessing a "buried treasure"?

H. Ask: In this story the hermit had a low desire (demand) for what? But he had a great amount (supply) to provide what to visitors?

I. Ask: The hermit had a high desire (demand) for visitors. How did Doug provide for the hermit's need?

J. I would like one person in the class to state reasons why Doug's project was fair; and another person give reasons why this project wasn't fair.

Related Activities

1. Suggest to students that they think of things that are provided by nature that are usually bought in a store.

	Buy at the store	Can be found in nature
Examples:	jelly	wild berries
	milk	milk from cows
	etc.	etc.

2. Lead students to understand the concept of supply and demand. Use the hermits contrast: high need for one-way conversation. Then, ask them to think of things they know are in low supply so have a high demand. Example: low supply of hermits vs Doug had much business.

3. Help students contrast facts and opinions. Ask them to think of ideas people have that are opinions, but are facts.

   a) Example: Opinion: The hermit was the brother of the President.
   Facts: There were no facts.

   b) Example: Opinion: The hermit hated Americans.
   Facts: He flew the U.S. flag over his hut.

   c) Example: Opinion: The hermit was a poor housekeeper.
   Facts: The hermit's house was very dirty; it did smell (see p.54 not the picture on p. 47).

Evaluation of Lesson Objectives

1. Students should be able to indicate an awareness of wise use of a modest supply of resources can yield a comfortable way of life.

2. Students should be able to relate the high demand for a good or service is often due to a low supply of that good or service.

3. Students should be able to contrast people's opinions based on facts that are accurate and those based on facts that are untrue or nonexistent.

Story: Jill Wants Sunglasses Special Happenings (12) Holt
pages 86-95

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. relate resources to needs and wants.
2. apply the skills of the decision-making process.
3. explain the relationship of supply and demand.
4. recognize the physical and emotional benefits of understanding and respecting self and others throughout life.
5. explain people are dependent on the goods and services of others for their welfare and survival.
6. the student is able to select information dealing with time, place, and culture.
7. the student is able to relate supporting details to main idea statements in a paragraph or passage.
8. the student is able to identify kinds of sequence in reading (e.g., logical, spatial, chronological, importance, cause and effect).
9. the student is able to substantiate his conclusions by citing supportive detail in the text.
10. the student is able to make periodic predictions while reading as an aid to comprehension.
11. the student is able to infer meanings and attitudes that are not directly-stated by the author.
12. the student is able to identify ethnic and cultural traits of characters (in relation to events and conditions) within content.

Relationship of the Story to the Objectives

This is a very unusual story about life several generations from the present. The reader may be a little puzzled why a common article like sunglasses bewilders the members of Jill's family. The story points out how the change in the physical environment of a country can reduce the demand for certain commodities.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Ask students: Have you ever wondered what changes in the way we live would be like if the air around us became too full of smoke and poisons that we had to stay indoors all the time? In this story we are told about several of these changes because the people were afraid to venture out of their homes.

B. Read the story to discover several things we have around us and use every day at present were almost unheard of by these people.

II. Discussion With Students

A. Why hadn't anyone in Jill's family ever had sunglasses?

B. Why was Laura very upset with Jill's continued demand for the sunglasses?

C. How do we know there were no grocery stores at the time the story takes place?

D. There were two things mentioned in the story that tell how the birthday party was different from one that might take place in the 1970's. Locate these differences that explain this idea.

E. Locate the sentences that explain why Jill's father was so puzzled over her request for the sunglasses.

F. Someone explain this idea: If there is a low need for a thing such as the sunglasses, why won't very many people be in the business of making that thing?

G. On page 93 the story tells that at one time oxygen masks were not worn. How does this help explain why there were sunglasses worn by some people at that time?

H. What is the reason Jill and her father had to go to a person with very special skills with glass to get the sunglasses made?

I. Can anyone think of something that people in the 1970's would consider a joke if someone started using, or wearing, it? (Suggest certain clothing; tools, foods, medicines). Discuss reasons for changes in people's demand for such items.

Related Activities

1. Ask students to consider the changes that would occur if for some reason the air became clear again in 2275. Would Mr. Arnold's skills with glass become in greater demand? Why? Ask students to make separate lists of products and jobs that would suddenly be needed by these people.

2. Consider asking students to list several jobs and products that were sold and bought at three times in the past, present, and future. Compare the jobs and products.

	Roman Times	1970's	2275
A. Transportation	chariots	autos	rockets
B. Making cookware	pottery	china dishes	possibly not needed
C. Cold weather	clothing		
D. Weapons			
E. Medicine			
Etc.			

Evaluation of the Objectives

1. Students should be able to relate low demand for a thing to either an overabundance or a nonexistent need for it.

2. Students should be able to explain how at least one resource or commodity has either gone out of existence or has no value due to changes in living conditions at the present time.

Story: The Mule Who Struck It Rich Book: Special Happenings (12) Holt
pages 110-117

Career and Consumer Education and Reading Skill Objectives

The student will be able to:

1. recognize how resources must be relative to needs and wants.
2. explain how consumer skills can improve standard of living.
3. explain the relationship of supply and demand.
4. identify how success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.
5. explain how work is a dignified human activity which gives rights to and requires responsibilities from its participants.
6. differentiate physical and psychological reasons for work and leisure activities.
7. select details related to character, setting, and events.
8. classify ideas according to commonalities of subject, time, place, character, class, subclass, and categories.
9. support conclusions by citing supportive detail in the text.
10. infer meanings and attitudes that are not directly-stated by the author.
11. identify specific personality characteristics that can be attributed to characters in a story.

Relationship of the Story to the Objectives

The story features a miner called O'Hare and a personified mule who have been mining together for some time. The mule shows the greater willingness to find gold despite a good deal of discouragement. The skill for maintaining ones wealth after gaining it is the secondary theme in this tale of the old West.

Suggested Teaching Procedures

I. Preparatory Remarks

A. In this story a miner named O'Hare has a mule who talks just like human miners. Why did miners use mules more often than horses? (more stamina; need less food and water).

B. Mules do seem to be sturdier and don't require the care and feeding that horses require. In this story we'll read about a mule that has some fine human qualities, such as persistence and ambition.

The Mule Who Struck It Rich

C. Can anyone explain what is meant by persistence? Why would this quality be important in looking for gold?

D. Read the story to note how gaining wealth is only part of success in life, keeping wealth is another part of the problem.

II. Discussion with Students

A. Why was O'Hare willing to give up the job of looking for gold?

B. Judging by the tools of a gold miner what sort of work is involved in mining for gold? Did the mule have to have special tools when he "struck" gold?

C. On page 112 the mule is encouraged to go in the desert because he kept seeing two other things that were nearly as scarce as gold. What were these two things he needed nearly as much as gold?

D. Things that are in short supply usually have much value to everyone. How does the value of gold explain why the mule spoke "in a low voice" in the picture on p. 113?

E. How is "staking ones claim" important in keeping a thing that belongs to a certain person? How do each of you "stake your claim" on things you own?

F. What were some things the mule did to improve his "standard of living"? Ask students to recognize the term "standard of living" by giving the example: Mule lived on the desert under the sky vs living in town under an elaborate shelter.

G. When money was in large supply the mule was able to be very generous; ask students to list things he did for other mules and people.

H. Compare the way O'Hare lived and how the mule had been living. Ask students to find two statements from the story that support these differences.

I. The mule and O'Hare were forced to go back to look for gold. They were a good team, but what forced O'Hare to quit the team?

J. What differences do you believe there will be in the way the mule will use his money in the future?

The Mule Who Struck It Rich

Related Activities

1. Suggest that students compare how they would spend money if given three quantities of money. What would you buy if you had: (Do not limit number of items, but keep lid on value limits.)

$1.00	$5.00	$20.00

After students make individual lists then ask certain students to explain how the lists are different, such as relative value of single items among lists; etc.

2. Ask students to use the lists for each amount again and make two lists for each amount - a) List that shows how to live "over his head"; b) Another list that shows how to live "within ones means". Point out how a person can live beyond ones means with a small income and a large income.

Evaluation of the Objectives

1. Students should be able to translate their understanding of how needs and wants can only be satisfied to the limits of ones resources.

2. Students should be able to explain how careful planning before buying will prevent overspending of whatever income is available.

Story: Let Me Tell You About My Dad Book: Special Happenings (12) Holt
pages 118-127

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. relate resources to needs and wants.
2. explain how consumer skills can improve standard of living.
3. recognize the physical and emotional benefits of understanding and respecting self and others throughout life.
4. explain how success in ones career is dependent on satisfactory interpersonal relationships with employers and fellow workers.
5. recognize the personal, social, and economic reasons for work in our society.
6. conclude that in our society people are dependent on the goods and services of others for his welfare and survival.
7. distinguish the physical and psychological reasons for work and leisure activities.
8. select details related to character, setting, and events.
9. extend a sequence of ideas, facts, or details by providing additional related examples of his own as an aid to comprehension and retention.
10. relate supporting details to main idea statements in a paragraph or passage.
11. locate examples of cause and effect in a reading selection.
12. infer meanings and attitudes that are left unstated by the author (i.e., read between the lines).
13. predict future action on the basis of previous action and characterization.

Relationship of the Story to the Objectives

Possibly, many boys and girls are unaware of special skills and talents their parents possess. Until situations arise in a family, such as the author describes, parents' abilities remain unknown to their children. In this story we see a boy's respect for his father soar as his consumer and work skills surface, when the need for them arises.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Ask the students if they could do any of the following if the need arose to do them:
Fix a flat tire on a bicycle
Build a campfire
Build a box with boards and nails
Stop bleeding from a cut on the leg.

Discuss each very briefly as to how they would do each job.

B. Tell the students: These are special skills that we don't use every day in our lives, but others would certainly be pleased if any of us could do these jobs well, when necessary.

C. In this story "Let Me Tell You About My Dad" one boy about your age tells a story about his father and some of the things he found out his dad could do.

D. Call on only one or two students who you believe can easily describe their father or mother's occupation, then ask: What are some things your mother (or father) can do besides her (or his) regular work?

E. In this story the boy who tells the story tells about some very unusual talents of his father. As you are reading write down things you are reminded of that your fathers and mothers can do.

II. Discussion With Students

A. How did the boy feel about his father at the beginning of the story?

B. Locate on page 119 where the boy expressed some doubt of his father's ability to do unusual work.

C. On the trip to Alaska the boy and his father had to eat in restaurants. Wouldn't it cost them more money to eat meals in restaurants than it did at home? Ask students to explain the difference.

D. The man and the boy did camp out at night rather than stay in a motel. How did this save them money?

E. What skills would the father have to use in camping out at night?

F. Call upon certain students and ask them: What skills do you have for camping?

G. Ask the students to list in chronological order each of the situations where his father showed his special skills.

	Situation	Problem to be Solved	Skill Shown
Ex.	Mother had died	Cooking and caring for family	Cooking, cleaning, laundering

H. Ask students to locate in the story how the boy felt about his father's ability to handle each situation.

I. Why did Bill and his wife, Ellen, expect the boy's father could do all the things they asked him to do?

J. The three adult people depended upon each other in building the cabin. What skills did Ellen have? What skills did Bill have? What skills did the boy gain in working on the cabin?

K. What service was Bill giving to the people who came to use his cabin in Alaska? Were these people coming to the cabin to do their work or to enjoy themselves and have a vacation?

L. Ask students to explain these remarks made on page 126.

1) "...there's just not enough business for two of us..."

2) Why did the father: "...sold his car...flew home on a jet."

M. Why did the boy not want his father to shave off his beard? Locate this passage on page 126 and ask students to summarize the story by saying "...he was no ordinary man."

Related Activities

1. Ask students to write a brief paragraph explaining the main job of their mothers and fathers. Then list one or more special skills each person has beyond skills needed to do their main work. (In cases where a mother or father is in the home without a job or occupation, explain they should still list other skills or talents they have.)

2. List several activities adults and students do that can be categorized as a) a job or occupation, b) a leisure, or avocational activity.

	Way of Making a Living	Way of Having Fun
basketball:	professional players	college play/city league
camping:	foresters, soldiers	family vacation, scouting

etc.

3. Suggest that students interview some adult, or parents, and ask them to describe things they do for fun that require special skills. Then, each student make a list of these skills and write them on a large wall chart.

4. Suggest that students think of ways that special skills and talents are used to help other people who are in need of help.

Examples: first aid skills, tutoring, search and rescue, etc. - have students list these in the form of a neighborhood directory.

Evaluation of Lesson Objectives

1. Students should be able to recognize a relationship between work, or consumer, skills and activities adults, or students, engage in.

2. Students should be able to distinguish vocational skills and avocational skills by listing these as contrasting activities.

Story: The Emperor's New Clothes pages 129-138 Book: Special Happenings (12) Holt

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize necessary skills for the decision-making process.
2. identify effective shopping techniques.
3. explain how work is a dignified human activity which gives rights to and requires responsibilities from its participants.
4. select details related to character, setting, and events.
5. relate supporting details to main idea statements in a paragraph or passage.
6. use chronological order in arranging events.
7. locate examples of cause and effect in a reading selection.
8. support his conclusions by citing supportive detail in the text.
9. interpret the techniques which advertisers use to create favorable attitudes toward their products and persuade customers to buy.
10. identify specific personality characteristics that can be attributed to characters in a story.

Relationship of the Story to the Objectives

This old tale is often referred to for its message of how simple it is to defraud the vain, and the autocratic. The fraudulent weavers are with us today in the form of diet pill purveyors and such ilk. This amusing tale of larceny should be read for its literary value to students, but the questioning routine does pinpoint some basic understandings young consumers should be aware.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Have any of you ever wanted something so much that even when told that it wasn't of good quality you wanted it anyway? The leader in this story is an Emperor who had this problem.

B. Because he was an Emperor, his officers in the government believed whatever their leader believed. When the Emperor said his new clothes were beautiful, everyone who wanted to be liked by the Emperor believed they were too.

C. Read this story, but think about things you may have wanted (as much as the Emperor wanted new clothes) so much that you overlooked its defects.

II. Discussion With Students

A. What was the Emperor's main interest in life?

B. Did you think of anything you wanted so much you didn't believe what people said about its true value?

C. Do you think this kind of Emperor would do a good job of ruling?

D. What did you learn about the two men who came to the court?

E. Do you think the Emperor knew what kind of men they were?

F. How do you know that the weavers were only pretending to be weaving?

G. What happened to the beautiful thread?

H. Why didn't the Emperor check on the weavers to see what they had done?

I. Why did the Emperor send the Minister to find out about the cloth?

J. What surprised the Minister?

K. Why didn't the Minister say something about the weavers?

L. How was the Minister fooled by the clever weavers?

M. Who was the next person to be fooled by the weavers?

N. How did the Emperor feel when he saw the weavers work?

O. Why did all the people admire the Emperor's new clothes?

P. Why do you think the child was not afraid to say what he thought about the new clothes?

Q. How did the Emperor feel when he realized what people were saying?

R. Why did he continue to march on in the procession even though he knew the people were right?

S. What did the Emperor learn?

T. What lesson did you learn from this story?

Related Activities

1. Suggest that selected students tell about situations they can recall where they wanted something so much they overlooked the faults of the article or object.

2. Try to provide some short story leads for students to write their own personal accounts of things they would like to have. Also ask students to include compromises they would allow in size, quality, color, quantity, etc. in order to get the article.

3. Bring newspaper and magazine advertisements where claims are made about a commodity. Ask students to identify the statements made about the merchandise that appear to be suspicious.

4. Ask students to go beyond the identity of the suspicious statements and give reasons why they might still want to buy the merchandise.

Evaluation of the Objectives

1. Students should be able to identify defects in at least one piece of merchandise to show some criteria prior to making a decision to buy.

2. Students should be able to explain one instance of persons who claim to be able to do a certain kind of work may do something dishonest.

Story: Atu, The Silent One Special Happenings (12) Holt
pages 155-166

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize how needs and wants are limited to the resources available to them.

2. identify physical and emotional benefits of understanding and respecting self and others throughout life.

3. explain how success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

4. recognize the personal, social, and economic reasons for work in our society.

5. recognize that in our society people are dependent on the goods and services of others for their welfare and survival.

6. select information dealing with time, place, and culture.

7. relate supporting details to main idea statements in a paragraph or passage.

8. identify sequences of ideas in a story, such as logical, spatial, chronological, importance, and cause and effect relationships.

9. verify his conclusions by citing supportive details in the stories.

10. relate several directly-stated ideas of a passage or story to one or more main ideas.

Relationship of the Story to the Objectives

The story of Atu has several valuable concepts to explore. Atu is without normal speech; therefore, develops a sign language and eventually a pictographic writing system not unlike the hieroglyphics of several ancient civilizations of people. The story also relates the notion that bush and jungle cultures of Africa adapted their living style and work skills to fit the availability of food and shelter. The high degree of intragroup cooperation in work tasks did not disallow the participation of Atu in all tribal activities despite his handicaps.

Atu, The Silent One

Suggested Teaching Procedures

I. Preparatory Remarks

A. Ask students to read the title of the story, study the pictures on page 156, and the section heading on page 160 and the pictures on pages 164 and 165. Then ask: Can someone explain what they can tell about this person, Atu, and the civilization in which he lived.

B. This story is about a very old tribe of native people who still live in Africa today. Read to find out why the boy had to depend on a sign language; also what the tribe did when their source of food became low.

II. Discussion with Students

A. In what sort of place did the Bushman live. How did the people gather their food and protect themselves from the weather?

B. Why was Atu called the Silent One?

C. How did Atu "talk" with the others?

D. What tools and weapons did Atu learn to make? What materials did Atu use to put his thoughts into pictures so others could understand his thoughts?

E. Ask the students to locate and read several passages that show that Atu proved he understood what was happening around him even if he couldn't talk.

F. Whenever the tribe ran out of food did they turn to other kinds of food? Why were they not likely to stay in any one place for a long time?

G. Ask someone to read the top paragraph on page 158, then ask what are "simple tools"? Can someone tell what you think these simple tools looked like? What were they used for? Can someone draw them on the chalkboard?

H. Ask someone in the group to tell step by step how the Bushmen organized their attack on the elephant herd?

I. Ask them to name the parts of the elephant the Bushmen probably used for food, clothing, weapons and tools.

J. Why do you suppose the Bushmen marveled at Atu's way of telling about the day's hunt?

K. Pretend that the tribe didn't understand how Atu represented events, animals, and people through pictures, and they believed he had "devil powers". How would they regard his lack of speech and other unusual ability to make speech by signs and draw pictures?

Related Activities

1. Ask students to make lists of "simple tools" their mothers, fathers and themselves use each day. Then, ask them to select certain ones that they could make, if for some reason these things could no longer be bought at a store.

2. Suggest to students to think of something that has happened recently. Describe the event or a sequence of events by drawings only. Then, have them trade the pictographs among students and have others tell them their story. Consider doing a mural story of some event for which the class has common knowledge.

3. Suggest that the class get more information on sign languages; possibly develop some simple signals of their own.

Evaluation of the Objectives

1. Students should be able to explain how cultures with few tools or machines need to cooperate more with an entire group of people.

2. Students should be able to explain why a culture with large amounts of resources do not have to move about as much as people who have limited resources.

Story: If You Lived With a Circus pages 232-245 Book: Special Happenings (12) Holt

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. recognize how a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.
2. explain how work is a dignified human activity which gives rights to and requires responsibilities from its participants.
3. identify the physical and psychological reasons for work and leisure activities.
4. recognize key words and phrases to answer factual questions such as who, what, when, where, how, and why.
5. relate supporting details to main idea statements in a paragraph or passage.

Relationship of the Story to the Objectives

This is a very informative story about life in a circus. The students should acquire some very detailed ideas about the widely diversified job roles of workers in a circus. Students should recognize that circus acts that are often seen as forms of recreation are a result of much talent and skill development on the part of the performers.

Suggested Teaching Procedures

I. Preparatory Remarks

A. Have any of you ever thought you would like to be a circus performer? What are some performances you remember about a circus that interest you?

B. In this story you will read that circus performers often are called upon to do more than one kind of job.

C. Each of us who have attended a circus went there because we wanted to see an entertaining show. As you read pick out the performers who seem to have the toughest job? Pick out those that seem to have the most fun?

II. Discussion With Students

1. What are some of the activities that you might see on a circus lot at any given time?
2. Why do circuses move from town to town?
3. Besides being a performer, what are some other jobs circus people might do?

4. Do you think being in a circus would be a hard life or an easy life? Why?

5. If you could have any job you wanted in a circus, what would you choose? Why?

6. Why do clowns go to school?

7. How do clowns help the other circus workers?

8. Who helps to set up the circus?

9. How does a circus travel?

Related Activities

1. Suggest to students to think about the things they do as games and playground activities that are performed in a circus. Example: Teach a pet to do tricks--trained dog act.

2. Ask students to make a list of acts in a circus. Then, make a list of jobs that are done before each of these acts can take place.

   Examples: Tiger-lion Act - Attendant feeds cats
   Clown Act - Funny Clothes Maker

3. Refer students to pages 241-245 to review "circus talk", then ask students to try to write a conversation that might be heard on a circus lot. They should use as many phrases as possible. Suggest they read them to the class, then call on another person to interpret the story.

Evaluation of the Objectives

1. Students should be able to explain how entertainers such as circus performers take much pride in their work.

2. Students should be able to distinguish between activities that are done for recreation and things that are recreation to some but serious jobs and skills (talents) for others.

Story: Not Enough Indians Special Happenings Holt
pages 268-269 (12)

Career and Consumer Education and Reading Skill Objectives

The students will be able to:

1. relate resources to needs and wants.
2. identify effective shopping techniques.
3. explain how consumer skills can improve standard of living.
4. explain the relationship of supply and demand.
5. recognize the physical and emotional benefits of understanding and respecting self and others throughout life.
6. recognize that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.
7. select details related to character, setting, and events.
8. relate supporting details to main idea statements in a paragraph or passage.
9. locate examples of cause and effect in a reading selection to explain certain situations.
10. infer meanings and attitudes that are left unstated by the author (i.e., read between the lines).
11. summarize the directly-stated ideas of a paragraph in a brief statement.
12. recognize the development of underlying assumptions in a story which may include: preconceived attitudes, prejudices, stereotypes, and generalizations.

Relationship of the Story to the Objectives

An interesting story about children in a neighborhood who exemplify the stereotype roles girls and boys assume in their play. Leadership qualities are not evident in the ranks of several boys who believe each should be the chief. Mary Edith, the low person in the "ranks" amusingly points out the boys' ineptness to organize and maintain the necessary circumstances for a successful "indian tribe".

Not Enough Indians

Suggested Teaching Procedures

I. Preparatory Remarks

A. What is a club?

B. Why do people want to join clubs?

C. How would a person feel if he or she wanted to join a club and could not do so?

D. In this story, why do you think Mary Edith never got to be president?

II. Discussion With Students

A. What things changed the club members ideas about the kind of club they would have?

B. Was Peter fair to Mary Edith?

C. Why did the boys think she shouldn't be in the club anymore?

D. Was this fair to Mary Edith?

E. How did Mary Edith feel when she left the tent?

F. What problems did the boys have at their election?

G. Why did Peter want to be chief?

H. Did the other boys like Peter's reason for wanting to be chief? In what way was he probably right?

I. What need did the boys have that increased their demand for Mary Edith's place in the club?

J. What made Peter go over to talk to Mary Edith?

K. What is a trading post?

L. Why had Mary Edith set up the "Trading Post" in front of her house?

M. How did Mary Edith show she was a very clever person?

N. How did she feel about the boys using her trading post? Did they like the idea of a "Trading Post"?

O. Why didn't she agree to let the boys buy now and pay later? What is it called when one "good" is traded for another "good" without using money?

P. Why did the boys change their minds about having Mary Edith belong to their club?

Q. What were Mary Edith's conditions for rejoining?

R. Why did the boys take Mary Edith's advice?

S. Why did Peter get two votes?

T. Can someone explain what is meant by the expression "Too many chiefs and not enough Indians makes for trouble!"

Related Activities

1. Suggest to students to list the kinds of commodities a real pioneer-day "Trading Post" probably had in it if maintained by a white trader. Then, ask them to make a list of things a "Trading Post" run by an Indian might have had in it.

2. Wampum is a white man's term for a medium of exchange, that is, bartering was done when a "good" was exchanged for a "good", but wampum was needed as a medium that could be used to trade anywhere or with anyone. Ask students to make a list of things Indians, pioneers, settlers, trappers, and hunters would have general value (be in demand) for. Example: soap, salt.

Evaluation of the Objectives

1. Students should be able to identify the qualities of a good leader in getting jobs done in a group engaged in a common effort.

2. Students should show an understanding of how skills for buying, selling, and/or providing services are necessary for maintaining a satisfactory standard of living.

APPENDIX A

SUPPLEMENTARY MATERIALS

AUDIO-VISUAL

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Media	Pages
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SUPPLEMENTARY MATERIALS

AUDIO-VISUAL

The following lists of audio-visual media have been reviewed by primary teachers as having pertinence to the goals of career and consumer education. Annotated descriptions of each item listed can be found in District No. 1 audio visual catalogs. There has been no attempt made to reference these media to particular stories; such correspondence was found to be unrealistic when such matchings were attempted by the media committee. The teacher who is interested in extending goals embedded in certain story content should make the judgment about the use of the audio visual media.

FILMS

African Girl - Malobi
Airplane Trip By Jet
Airplanes: A First Film
Airplanes Work For Us
Airport in the Jet Age
Airport in the Jet Age, A
Alexander Has a Good Day
All the Differences in the World
Allen is My Brother
Andy's Animal Alphabet
Appreciating Our Parents
Arabian Children
Arctic Fishermen in World Trade
Arithmetic in the Food Store
Bakery Beat
Bananas - Gold From the Tropics
Basic Ecology: What Ecologists Do
Be Your Own Traffic Policeman
Beginning Responsibility: Using Money Wisely
Behind the Scenes at the Supermarket
Big Bakery
Big, Big Harbor
The Big Dinner Table
The Blue Dashiki: Jeffrey and His City Neighbors
Boat Trip
Boats and Ships
Boats, Motors, and People
A Book Is to Care For
Boomsville
Boy and the Mountains
Bread
Busy Harbor
Circus Animals
Circus Day
Cities and Commerce: Where We Get Our Goods and Services
Cities and Communication: Keeping the Community Informed
Cities and Geography: Where People Live
Cities and Government: Governing Our Local Community

Cities and History: Changing the City
Cities and Manufacturing: Where We Make Things
Cities and Protection: Protecting Lives and Property
Cities and Recreation: Places We Play
Cities and Shopping: Where We Get Our Food
Cities and Suburbs: The Metropolitan Area
Cities and Transportation: Moving People and Goods
Cities and Utilities: Our Public Utility System
Cities Are Different and Alike
City Bus Driver
The City Changes
City Highways
Clothing: A Pair of Blue Jeans
Communities Depend on Each Other
A Community Keeps House
Conservation: For the First Time
Crab Fisherman
The Crying Red Giant
Dairy Farm Today
Discovering Mood in Music (music composer)
Division of Labor: Making the Things We Need
The Doctor
Duke Thomas, Mailman
Economics - It's Elementary
Economics - Newspaper Boy
Economics: The Credit Card
Economics: Workers Who Build Houses
Eggs to Chickens
Eskimo River Village
Eskimos (Winter in Western Alaska)
Evan's Corner
Everyone Helps in a Community
Fall is Here
Families
Families and Jobs: Risa Earns Her Dime
Families and Learning: Everyone's A Teacher
Families and Shelters: A House For the Hernandez
Families are Different and Alike
Family Life in India: Ten of Us
Family Life in Japan: Remember, I'm Me
Family of the Island: Her name is Wasamatha
Family of the River: The River, My Home
The Farm Community
Farm Family in Autumn
Farm Family in Spring
Farm Family in Summer
Farm Family in Winter
Fathers Go Away to Work
A Field Becomes a Town
Finding Information (Expert on bird love)
Fire Boat
Fireboat....Ready For a Run
Fireman 2nd ed.

Fisherman's Boy
Food From the Sea
Food Store 2nded
Food: The Story of a Peanut Butter Sandwich
Foods From Grains
Fred Meets a Bank
Freight Train
From Our Forests
Fun of Making Friends
Good Citizens
The Great Country
Greek Children
The Harbor
Health in Our Community
Healthy Families (Zoo doctor)
Healthy Teeth, Happy Smile
Here Comes the Circus
Highway Builders
Home For Butch
The Hospital
How is Clothing Made: The Story of Mass Production
How the First Letter Was Written
If You Could See the Earth
I'm No Fool With Fire
Jan, Boy of the Netherlands
Jobs in the City: Construction
Jobs in the City: Distribution
Jobs in the City: Services
Jobs in the City: Women at Work
Johnny Appleseed: A Legend of Frontier Life
Judy Learns About Milk
Kim Visits the Netherlands
L.A.53: The Story of a Train
Learning About Fruits We Eat
The Lemonade Stand: What's Fair?
Let's Build a House
Let's See: Hands Grow Up
Let's Visit a Shopping Center
Let's Visit a Tree Farm
Letter to Grandmother 2nd ed.
Litterbug
The Little Airplane That Grew
Little Engine That Could
Little Garden
Little Red Hen
Little Smokey
Little Train
Little Tug That Tried
The Long Haul Men
Lumberyard
Machines That Move Earth
Magic Book
The Mailman
Making Cotton Clothing

Man Uses and Changes the Land
Our Friend the Policeman
Our Land Needs Your Help
Our Post Office
Our Productive Resources
Our Round Earth: Its Land (Conservation)
Our Round Earth: What It's Like
Paddle to the Sea
The Passenger Train 2nd ed.
People Who Work in Factories
People Who Work in Offices
People Who Work in Stores
Pier 73
Pioneer Blacksmith
Pipes in the House
Policeman
The Policeman 3rd ed.
Policeman Walt Learns His Job
Pony Farm
Port of Portland
Poultry on the Farm
Schools and Jobs: Lots of People Work Here
Schools and Neighborhoods: Josh Gets a School
See and Tell: School Days in Japan
Sheep and Shepherds - Rev. ed.
Shepherd and His Sheep
Ships: A First Film
Ships in Dry Dock
Ships in Harbor
Shoemaker and the Elves
Space Flight Around the Earth
Spanish Children 2nd ed.
Stores in Our Community
Story of a Book (Book Authors)
Story of King Midas
Story of Peggy at the Farm
Story of the Goose and the Gander
Tommy's Healthy Teeth
Trains: A First Film
Transportation By Inland Water Ways
Transportation By Ship
The Transportation Revolution: Story of America's Growth
Trout Hatchery
Truck Farm to Store
Truck Farmer
Trucks and Trains
Trucks in Our Neighborhood: A First Film
Tugboats and Harbors
Uncle Jim's Dairy Farm
Urban Ecology: Garbage Disposal
Values: Being Friends
Veterinarian Serves the Community
Visit to the Waterworks
Water for the City
Water Pollution: A First Film

We Live in the City
We Make Butter
We Make Choices
We Want Goods and Services
Wee Geese
What Do Fathers Do?
What Do I Receive For My Money?
What Is a Community
What Is Money?
What Our Town Does For Us
Wheat Farmer
When I Need More Money
Why Communitites Trade Goods
Why Fathers Work
Why People Have Special Jobs: The Man Who Makes Spinning Tops
Why We Have Laws: Shiver, Gobble and Snore
Why We Have Taxes: The Town That Had No Policeman
Work Around the World
Workboats of the Harbor
Worker in Our Community
The World of Work: Tugboat Captain
Your Daily Bread
Your Friend the Soil
Zoo Baby Animals (Zoo Keeper)
Moving People in the Community
Turn a Handle, Flick a Switch
America: My Country
The City I See
Community Services
The Craftsman
Economics For Elementary: A Day in the Life of a Dollar Bill
Economics For Elementary: Division of Labor
Economics For Elementary: Interdependence
Economics For Elementary: Land, Labor and Capital
Economics For Elementary: Trade
Economics: Money
Family Life Around the World Series: Family of the Mountains: A Peruvian Village
Farms Around the World
The Food Cannery
Food For the City: Produce
Food For the City: Wheat and Flour
Garbage
Growing Up On the Farm Today
Horse Farm
Jobs in the City: Manufacturing
A Letter to Amy
Little Train, Little Train
Milk: From Farm to You
Moving Goods in the Community
Pat Explores His City
Ramon, Boy of Luzon
Watch Out for My Planet
The Weatherman: A Scientist
What Is a City?

What Shall I Be?
Why We Use Money: The Fisherman Who Needed a Knife
City Tree
Dockside
Economics For Elementary: Arctic Fishermen in World Trade
Family Life in Malaysia: We Live in a Kampong
Land Pollution: A First Film
Learning to Use Money
Maurice Sendak (Author)
Morning Harbor
Neighborhoods Change
Parents--Who Needs Them?
Spend, Spend
There's Nobody Else Like You
Uncle Smiley and the Junkyard Playground
Uncle Smiley Follows the Seasons
Uncle Smiley Goes Camping
Uncle Smiley Goes Planting
Uncle Smiley Goes Recycling
Uncle Smiley Goes to the Beach
Uncle Smiley Goes Up the River
A Walk in the Woods
What Is a Family?
Why We Need Each Other: The Animals' Picnic Day
Modern Post Office
Veterinarian Serves the Community
Bus Driver
My Milkman, Joe
Legend of Johnny Appleseed
Space Flight Around the Earth
Space in the 70's
Man in Space the Second Decade
Bakery Beat
Communications: A First Film
Communities Depend on Each Other
The Doctor
Fireman
Fire Boat--Ready For a Run
The Field Becomes a Town
Weather
Weather Scientists
Rain
Rainy Day Story
Policeman
The Policeman
Policeman Walt Learns His Job
Modern Post Office
The Mailman
A Tree is a Living Thing
Shoemaker and the Elves
Veterinarian Serves the Community
Family in the Purple House
Safety on the Playground
The Dangerous Playground
Shivers, Gobble & Snore--Why We Have Laws

Litterbug
Beginning Responsibility
Rules at School
We Make Choices
Primary Economics
Beginning Responsibility: Using Money Wisely
Night Community Helpers
What To Do About Upset Feelings
Our Angry Feelings
How the First Letter Was Written
The Big Dinner Table
Dental Health--How and Why
Healthy Teeth, Happy Smile
Take Time For Your Teeth
Drugs Are Like That
Two Is a Team by Lorraine Beim (Book)
Bright April by Marguerite De Angeli (Book)
A Rock in the Road
Have You Seen a Comet?--(UNICEF publication of art and writing of children around the world)
The Crying Red Giant
Values: Being Friends
Clothing: A Pair of Blue Jeans
Evan's Corner
We Want Goods and Services

FILMSTRIPS AND FILMSTRIPS WITH RECORDS

My Dad is a Fruit Farmer
The Bakery
Measuring Things
Airport Service
Career Discoveries: People Who Help Others (with record)
A City Is Many Things
Cotton Clothing From Field to You
Family Series, Set 1; History and Geography
Fathers Work
First Things: What Do You Do About Rules? (with record)
Getting Along (with record)
The Homes We Live In (with record)
Mothers Work Too
90 Billion Raindrops (mail handling in U.S.) (with record)
Our World of Sights and Sounds, Group 1 (with record)
Political Science: City Government
School Series: Rules and Plans
Tree Man: A First Adventure in Ecology (with record)
Urban Uses of Land
Workers (with record)
American Families (with record)
Blueberries For Sal (with record)
Careers (with record)
Children's Literature, Set 1: So Much to Experience (with record)
Children's Literature, Set 2: The Many Worlds of Literature (with record)
Children's Literature, Set 3: Let's Communicate (with record)
Children's Literature, Set 4: What Can Words Do? (with record)

Children's Literature, Set 5: Express Yourself (with record)
Children's Literature, Set 6: Lear ing About Literature (with record)
Economics For Primaries (with record)
Hear Me, See Me (cassette tape)
Medicines, Drugs and Healthful Living
Mystery Guest 1A (cassette tape)
Mystery Guest 1B (cassette tape)
Mystery Guest 1C (cassette tape)
Mystery Guest 2A (cassette tape)
Mystery Guest 2B (cassette tape)
Mystery Guest 2C (cassette tape)
Mystery Guest 2D (cassette tape)
Nutrition
Nutrition For Little Children (with record)
The Port: Gateway to Trade and Careers, 1 (cassette tape)
The Port: Gateway to Trade and Careers, 2 (cassette tape)
Stories and Fables For Science
The Story of Space Flight (with record)
Tall Tales in American Folklore, Set 1 (with record)
Wise Choices (16 cassettes)
Adventures of Johnny Appleseed
The Adventures of Paul Bunyan: An American Folktale (with record)
The Adventures of the Lollipop Dragon (with record)
Africa: Focus on East Africa (with record)
Africa: Focus on West Africa (with record)
Ahmed and Adah of the Desert Land
Airplane Trip
Airplanes and How They Fly
Airports and Airplanes
All of Us Together
America: People, Products and Resources
The American Cowboy (with record)
Andy Lends Money to the Bank
The Bakery
Big City Workers
Bread
Building a Home
Bus Driver
Buses at Work
Carrying Freight
The Changing City: City and Country Contrasts (cassette)
The Changing City: Energy For the City (cassette)
The Changing City: Movement in the City (cassette)
The Changing City: Problems in the City (cassette)
The Changing City: Renewing the City (cassette)
The Changing City: Size of the City (cassette)
The Changing City: Taking Care of the City (cassette)
The Changing City: Transactions Within the City (cassette)
Children of the Inner City (with record)
Community Helpers "A"
Community Helpers "B"
Community Helpers For Health
Community Series: Agriculture and Industry
Community Series: Systems in Our City

Community Series: Transportation
Community Service Series
Going Shopping
The Grocer
Harbor Boats at Work
Harbor Community
Health Helpers
How Our Service Station Helps Us
How the City is Fed
How We Get It
Knowing Our School (with record)
Larry Helps the Police
Learning to Live Together, Pt. 1
The Little Red Hen
The Mailman
Mankind in Motion (with record)
Milk
Money Experiences
Mop Top (Barber) (with record)
Mother Goose Village Fire Department
Mother Goose Village Lake and Police Station
Mother Goose Village Newspaper
Mother Goose Village Post Office
Mother Goose Village Television Station
My Dad is a Cattle Rancher
My Dad is a Cotton Farmer
My Dad is a Dairy Farmer
My Dad is a Fruit Farmer
My Dad is a Hay Farmer
My Dad is a Poultry Farmer
My Dad is a Sheep Rancher
My Dad is a Truck Farmer
My Dad is a Veterinarian
My Dad is a Wheat Farmer
Neighborhood Workers
Our Fire Department
Our Government and How It Works
Our Health Department
Our Library
Our Police Department
Our Post Office
Our Working World: Cities at Work 1 (with record)
Our Working World: Cities at Work 2 (with record)
Our Working World: Cities at Work 3 (with record)
Our Working World: Cities at Work 4 (with record)
Our Working World: Cities at Work 5 (with record)
Our Working World: Cities at Work 6 (with record)
Our Working World, Grade 1 (Lessons 1-26) (with record)
Our Working World, Grade 2 (Lessons 1-16) (with record)
Passenger Trains at Work
Playing Community Helpers
The Policeman
Policemen and Firemen
Policemen at Work
Post Office Workers
School Helpers

School Series: Our School Workers
Seven Little Postmen
Shopping For Groceries
Visit to the Dentist
What is Profit?
What the Bank Does With Andy's Money
What We Need
Where Food Comes From: Eggs For You to Eat
Where Food Comes From: Milk From the Cow to You
Who Helps Us? "B" (with record)
Why We Use Money
The Wonderful World of Work: Carrying the Mail (with record)
The Wonderful World of Work: Drug Store Workers (with record)
The Wonderful World of Work: Gas and Oil Service Workers (with record)
The Wonderful World of Work: Meet the Milkman (with record)
The Wonderful World of Work: Service Station Workers (with record)
The Wonderful World of Work: Supermarket Workers (with record)
The Wonderful World of Work: Telephone Workers Who Make the Phone Ring (with record)
The Wonderful World of Work: Working With Electricity (with record)
Workers for Health
Working in U. S. Communities: Group 1 (with record)
Working in U. S. Communities: Group 2 (with record)
The World Above Us--(Astronomer)
Your Daily Bread
Economics in the Home, School and Community: Kit 1 - Interdependence (with recor
Learning to Live Together, Pt. 1
Primary Economics (with record)
Community Helpers "A"

STUDY PRINTS

Children of America
The Dairy
Dairy Helpers
Exploring Space: Man on the Moon
A Family At Work and Play
The Farm
Farm and Ranch Animals
The Fire Department
The Fire Department, A
Fire Prevention
Hospital Helpers
How People Travel in the City
Keeping the City Clean and Beautiful
Medical Helpers
Moving Goods For People in the City
Neighborhood Friends and Helpers
The Police Department
Police Department Helpers
The Postal Helpers
The Postal Service
Red Hen
School Friends and Helpers
Supermarket Helpers
We All Like Milk

Happy, Safe and Healthy: Staying Well All the Time
Happy, Safe and Healthy: Things We Care About
Happy, Safe and Healthy: We Help and Share
Children of America
Man Puts Energy to Work
Our Wonderful Country, Set 4: Its Workers
American Legendary Characters
The Astronaut: Training and Equipment
Best Word Program Ever (Richard Scarry)
Building Toward the Moon
Countdown to Splashdown

KITS OF MATERIALS

Dental Care Kit
Egg, Incubator (Chick-Chick)
Eskimo and Tlingit Realia Kit
Fireman's Tool Kit
People, Places, Products
Water Transportation Kit
Chicken Little Count-To-Ten
How Talu the Elephant Got His Farm Back: A West African Folk Tale
I Can, Unit 1
I Can, Unit 2
Incubator
Just Right Job Stories
Paddle-to-the-Sea
The Sea Monster and the Fisherman: An Eskimo Folktale
Breadmaking Kit
Churn
Churn Kit
The City (Match Kit)

SLIDE SETS

Farm Animals
All About Airplanes: Airport Workers
All About Airplanes: Kinds of Airplanes
All About Airplanes: Parts of an Airplane
Common Farm and Ranch Animals

FILM LOOPS

Ganging Up
The Cheat

EXHIBITS

Cows
Dairy Farm Model

FIELD TRIPS

Airport Tour
Alpenrose Dairy
American Rhododendron Test Garden
Bakery Tours
    Franz Bakery
    National Biscuit Co.
Beverage Industry Tours
    Portland Bottling Co.
Children's Art Museum
Dairy Farm Tours
    Alpenrose Dairy
    Sunshine Dairy
Oregon Historical Society
Laurelhurst Park
Farmers Market
First National Center Museum
Forestry Center
Georgia Pacific Historical Museum
Hoyt Arboretum
Kendall Planetarium
Lloyd Center Tour
Jantzen Beach Shopping Center
Oregon Historical Society (Pioneer Life-special program)
Oregon Museum of Science and Industry (OMSI)
Boyd's Pet Shop
Portland Parks and Playgrounds
Printing Industry Tours
Railroads-Model (Columbia Gorge Model Railroad Club)
Trains and the Railroad Station
    Portland Zoo
    Amtrak
Trucking Industry Tours
    Hyster Co.
    Freightliner Corp.
Walking Tours
Zoo
Post Office
Gas Station
Neighborhood Bank
Humane Society
Neighborhood Class Walks

RELATED BOOKS

At The Library - Colonius
I Want To Be a Librarian - Greene
Policemen - Dillon
Policeman Small - Lenski
You Visit A Fire Station - Police Station
Where Are The Mothers - Marino
Lets Go To A Police Station - Sootin
Lets Find Out About Policemen - Shapp
What Do They Do? - Greene-Kessler

The Man in The Manhole - Sage-Ballantine
Our Friendly Helpers - Hoffman
Policemen and Firemen - Miner
The True Book of Money - Elkin
Lets Go To A Bank - Sootin
Lets Go To A City Hall - Wolff
Want To Be A Teacher - Greene
Lets Go To the Post Office - Buchheimer
Mr. Zip and the U. S. Mail - Barr
I Want To Be A Postman - Greene
I Want To Be A Ship Captain - Greene
Lets Go To A Garage - Goodspeed
When I Grow Up - Lenski
I Know A Baker - Jritani
I Want To Be An Animal Doctor - Greene
I Want To Be A Telephone Operator - Greene
I Want To Be A Doctor - Greene
Firemen - HeffLefinger
I Want To Be A Fireman
Truck Drivers: What Do They Do? - Greene-Kessler
The Dairy - Hastings
I Want To Be A Farmer - Greene
At The Dairy - Hastings
I Want To Be A Carpenter - Greene
I Want To Be A Baseball Player - Greene
The True Book of Houses - Carter
Cowboys: What Do They Do? - Greene-Kessler
Cowboy Small - Lenski

APPENDIX B

CROSSREFERENCE OF GOALS AND CONCEPT-DESCRIPTOR

TERMS AND STORIES IN BASAL READERS

TABLE OF CONTENTS

Goal Statement		Pages
	The students will be able to recognize:	
Car.Ed. 1.	the physical and emotional benefits of understanding and respecting self and others throughout life	1
Car.Ed. 2.	that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers	2
Car.Ed. 3.	the personal, social, economic and political reasons for work in our society	3
Car.Ed. 4.	that work is a dignified human activity which gives rights to and requires responsibilities from its participants	4
Car.Ed. 5.	that in our society he is dependent on the goods and services of others for his welfare and survival	5
Car.Ed. 6.	the physical and psychological reasons for work and leisure activities	6
Con.Ed. 1.	how resources are related to needs and wants	1
Con.Ed. 2.	the skills needed in the decision-making process	2
Con.Ed. 3.	effective shopping techniques	3
Con.Ed. 4.	how consumer skills can improve standard of living	4
Con.Ed. 5.	the relationship of supply and demand	5

APPENDIX B

Crossreference of Goals and Concept-Descriptor

Terms and Stories in Basal Readers - Holt

Career Education Goal: The student recognizes the physical and emotional benefits of understanding and respecting self and others throughout life.

Concept-descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Books and Games (4)	A Game Book	6-15
Benefits	Books and Games (4)	The Big Store	52-59
Cooperation	People Need People (9)	A Special Name	32-43
Acceptance of others	People Need People (9)	Wet Albert and the Drought	44-52
Sharing labor	People Need People (9)	Maxie	70-79
Interpersonal relationships	The Way of the World (10)	Such Is the Way of the World	14-21
Resourcefulness	The Way of the World (10)	The Sunflower Garden	23-33
Personal satisfaction	The Way of the World (10)	A Home in the Desert	149-160
	The Way of the World (10)	Charlie, the Tramp	259-285
	Never Give Up (11)	Gertrude's Pocket	36-51
	Never Give Up (11)	Alexander and the Magic Mouse	112-130
	Never Give Up (11)	A Walrus Named Boris	138-147
	Never Give Up (11)	Mary of Valley Forge	194-207
	Never Give Up (11)	Where the Good Luck Was	226-241
	Never Give Up (11)	Fidelia	242-252
	Never Give Up (11)	The Talking Leaves	260-269
	Special Happenings (12)	The Hermit Business	46-56
	Special Happenings (12)	Jill Wants Sunglasses	86-95
	Special Happenings (12)	Let Me Tell You About My Dad	118-127
	Special Happenings (12)	Atu, the Silent One	155-166
	Special Happenings (12)	Not Enough Indians	268-289

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Career Education Goal: The student recognizes that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

Concept-descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Books and Games (4)	The Cookbook; Candy	16-24
Interpersonal relationships	A Time For Friends (8)	Bert's Berries	134-142
	People Need People (9)	Maxie	70-79
Sharing labor	The Way of the World (10)	The Sunflower Garden	23-33
Cooperation	Never Give Up (11)	Mexicali Soup	58-70
Planning	Never Give Up (11)	Alexander and the Magic Mouse	112-130
Job description	Never Give Up (11)	Little House in the Woods	168-176
	Never Give Up (11)	Mary of Valley Forge	194-207
	Never Give Up (11)	George Washington's Breakfast	208-219
	Never Give Up (11)	Where the Good Luck Was	226-241
	Never Give Up (11)	Fidelia	242-252
	Never Give Up (11)	The Talking Leaves	260-269
	Special Happenings (12)	The Mule Who Struck it Rich	110-117
	Special Happenings (12)	Let Me Tell You About My Dad	118-127
	Special Happenings (12)	Atu, the Silent One	155-166
	Special Happenings (12)	If You Lived With a Circus	232-245
	Special Happenings (12)	Not Enough Indians	268-289

Career Education Goal: The student recognizes the personal, social and economic reasons for work in our society.

Concept-descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	About Me (1)	Touring the School	30
Reasons for work	About Me (1)	Picture	66
Service to others	About Me (1)	Work In Community	102
Conservation	About Me (1)	The Fireman's Work	104
Improving ones level of living	About Me (1)	Work on Farms	106
	Pets and People (5)	Shep, the Sheep Dog	34-40
Sense of worth	A Place For Me (7)	Maybe a Monster	120-126
Personal planning	People Need People (9)	A Special Name	32-43
Respect for others	People Need People (9)	Wet Albert and the Drought	44-52
Repair and maintenance	People Need People (9)	Maxie	70-79
Skills and talents	People Need People (9)	No Swimming	104-111
	People Need People (9)	Something Queer at the Toy Store	146-166
	The Way of the World(10)	Such is the Way of the World	14-21
	The Way of the World(10)	A Home in the Desert	149-160
	The Way of the World(10)	Charlie, the Tramp	259-285
	Never Give Up (11)	Alexander and the Magic Mouse	112-130
	Never Give Up (11)	A Walrus Named Boris	138-147
	Never Give Up (11)	Mary of Valley Forge	194-207
	Never Give Up (11)	George Washington's Breakfast	208-219
	Never Give Up (11)	Where the Good Luck Was	226-241
	Never Give Up (11)	Fidelia	242-252
	Never Give Up (11)	The Talking Leaves	260-269
	Special Happenings (12)	The Hermit Business	46-56
	Special Happenings (12)	Let Me Tell You About My Dad	118-127
	Special Happenings (12)	The Emperor's New Clothes	129-138
	Special Happenings (12)	Atu, the Silent One	155-166

Career Education Goal: The student recognizes that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

Concept-descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	About Me (1)	Work In Schools	100
Skills and talents	Pets and People (5)	Shep, the Sheep Dog	34-40
Reasons for work	A Place For Me (7)	Maybe a Monster	120-126
Special knowledge	A Time For Friends (8)	Bert's Berries	134-142
Dignity of work	People Need People (9)	Junk Day on Juniper St.	80-91
Sense of worth	People Need People (9)	No Swimming	104-111
Responsibility	People Need People (9)	Something Queer at the Toy Store	146-166
Pride in work	The Way of the World (10)	Such is the Way of the World	14-21
Resourcefulness	The Way of the World (10)	The Sunflower Garden	23-33
	The Way of the World (10)	A Home in the Desert	149-160
	Never Give Up (11)	A Walrus Named Boris	138-147
	Never Give Up (11)	Little House in the Woods	168-176
	Never Give Up (11)	Mary of Valley Forge	194-207
	Never Give Up (11)	Fidelia	242-252
	Never Give Up (11)	The Talking Leaves	260-269
	Never Give Up (11)	Gumdrop on the Move	282-291
	Special Happenings (12)	The Mule Who Struck it Rich	110-117
	Special Happenings (12)	The Emperor's New Clothes	129-138

Career Education Goal: The student recognizes that in our society he is dependent on the good and services of others for his welfare and survival.

Concept-descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	About Me (1)	Touring the School	30
Dependability	About Me (1)	Picture	66
Concern for others	About Me (1)	Work In Schools	100
Sense of worth	About Me (1)	Work In Community	102
Interpersonal relationships	About Me (1)	The Fireman's Work	104
	About Me (1)	Work on Farms	106
Safety	Pets and People (5)	Shep, the Sheep Dog	34-40
Service to others	People Need People (9)	Wet Albert and the Drought	44-52
Interdependence	People Need People (9)	Maxie	70-79
	People Need People (9)	No Swimming	104-111
	People Need People (9)	Something Queer at the Toy Store	146-166
	The Way of the World (10)	Alexander and the Magic Mouse	112-130
	Never Give Up (11)	A Walrus Named Boris	138-147
	Never Give Up (11)	Little House in the Woods	168-176
	Never Give Up (11)	Mary of Valley Forge	194-207
	Never Give Up (11)	George Washington's Breakfast	208-219
	Never Give Up (11)	Where the Good Luck Was	226-241
	Never Give Up (11)	The Talking Leaves	260-269
	Never Give Up (11)	The Golden Treasure	292-300
	Special Happenings (12)	Jill Wants Sunglasses	86-95
	Special Happenings (12)	Let Me Tell You About My Dad	118-127
	Special Happenings (12)	Atu, the Silent One	155-166
	Special Happenings (12)	If You Lived With a Circus	232-245

Career Education Goal: The student recognizes the physical and psychological reasons for work and leisure activities.

Concept-descriptor Terms	Name of Textbook (Level	Story Title	Pages
	Pets and People (5)	Shep, the Sheep Dog	34-40
Leisure	A Place For Me (7)	The Grumpiest Man	34-38
Leisure vs industry	People Need People (9)	No Swimming	104-111
Reasons for work	The Way of the World (10)	Such is the Way of the World	14-21
Maintenance	The Way of the World (10)	A Home in the Desert	149-160
Alternative life styles	The Way of the World (10)	Charlie, the Tramp	259-285
Work and play	Never Give Up (11)	Gumdrop on the Move	282-291
Planning ones future	Special Happenings (12)	The Hermit Business	46-56
	Special Happenings (12)	The Mule Who Struck it Rich	110-117
	Special Happenings (12)	Let Me Tell You About My Dad	118-127
	Special Happenings (12)	If You Lived With a Circus	232-245

Consumer Education Goal: Students will be able to recognize how resources are related to needs and wants.

Concept-descriptor Terms	Name of Textbook (Levels)	Story Title	Pages
	About Me (1)	The Three Little Pigs	80
Supply vs demand	A Place For Me (8)	Maybe a Monster	120-126
Needs vs desires	People Need People (9)	A Special Name	32-43
Resources	People Need People (9)	Wet Albert and the Drought	44-52
Alternative choice	People Need People (9)	Junk Day on Juniper St.	80-91
Overcoming shortages	People Need People (9)	No Swimming	104-111
Surplus vs shortages	The Way of the World (10)	Such is the Way of the World	14-21
	The Way of the World (10)	The Sunflower Garden	23-33
	The Way of the World (10)	A Home in the Desert	149-160
	The Way of the World (10)	Charlie, the Tramp	259-285
	Never Give Up (11)	Little House in the Woods	168-176
	Never Give Up (11)	Where the Good Luck Was	226-241
	Never Give Up (11)	Gumdrop on the Move	282-291
	Never Give Up (11)	The Golden Treasure	292-300
	Special Happenings (12)	The Hermit Business	46-56
	Special Happenings (12)	Jill Wants Sunglasses	86-95
	Special Happenings (12)	The Mule Who Struck it Rich	110-117
	Special Happenings (12)	Let Me Tell You About My Dad	118-127
	Special Happenings (12)	Atu, the Silent One	155-166
	Special Happenings (12)	Not Enough Indians	268-289

Consumer Education Goal: Students will be able to recognize how resources are related to needs and wants.

Concept-descriptor Terms	Name of Textbook (Levels)	Story Title	Pages
	About Me (1)	The Three Little Pigs	80
Making choices	Books and Games (4)	The Cookbook; Candy	16-24
Needs vs wants	Books and Games (4)	A Game Book	6-15
Needs vs desires	A Place For Me (7)	The Earmuffs	39-43
Ability to buy	A Time For Friends (8)	Bert's Berries	134-142
Skillful buying	People Need People (9)	Junk Day on Juniper St.	80-91
The wise buy	People Need People (9)	Something Queer at the Toy Store	146-166
Products and knowledge	Never Give Up (11)	Gertrude's Pocket	36-51
Comparative shopping	Never Give Up (11)	Mexicali Soup	58-70
	Never Give Up (11)	The Golden Treasure	292-300
	Special Happenings (12)	Jill Wants Sunglasses	86-95
	Special Happenings (12)	The Emperor's New Clothes	129-138
	Special Happenings (12)	Not Enough Indians	268-289

Consumer Education Goal: Students will be able to recognize effective shopping techniques.

Concept-descriptor Terms	Name of Textbook (Level)	Story Title	Pages
	Books and Games (4)	The Big Store	52-59
Making choices	A Place For Me (8)	The Earmuffs	39-43
Comparative buying	People Need People (9)	Something Queer at the Toy Store	146-166
The wise buy			
Product knowledge			
Advertisements			
Skillful buying			

Consumer Education Goal: Students will be able to recognize how consumer skills can improve a standard of living

Concept-descriptor (Terms)	Name of Textbook (Levels)	Story Title	Pages
	People Need People (9)	Junk Day on Juniper St.	80-91
Spending within an income	Special Happenings (12)	The Hermit Business	46-56
Savings vs spending	Special Happenings (12)	The Mule Who Struck it Rich	110-117
Productivity	Special Happenings (12)	Let Me Tell You About My Dad	118-127
Wise use of resources	Special Happenings (12)	Not Enough Indians	268-289
Comparative buying			

APPENDIX C

LEARNING ACTIVITY MODULES

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APPENDIX C

Learning Activity Modules

Career Education Goal (See pages 1-6)

Concepts developed by this goal

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
(See lists following each goal statement)

II. Select as many of these activities as reasonable to develop this module. The details of each component can be found in the publications listed under each activity heading

Instructional Activities

A. Basal reader stories - see Appendix B for stories listed for each career education goal. Read each story guide for particular concepts developed through the use of the Teaching Guide. Particular stories may prove more productive when used with these activities.

B. Audiovisual media - see Appendix A for lists of films, filmstrips, records, cassettes, study prints, slide sets, film loops, exhibits, field trips, and other related books. The list of reading selections are not exhaustive by any means. Consider asking your building librarian to suggest titles related to certain basal reader stories. Add others that come to mind as you become better acquainted with the concepts that are subordinate to this goal statement.

C. Small and large-group activities - these activities have been lifted from three commonly-used Portland area publications.

1. Career Education, An Idea Book, Area II, Portland Public Schools, Portland, Oregon.

2. Career Education in the Elementary Curriculum, The FLAE Cluster Schools, Area III, Portland Public Schools, Portland, Oregon.

3. Elementary Career Education Starts With Awareness, Area I, Portland Public Schools, Portland, Oregon.

D. Direct experiences - this section is provided as an open space with no references. Write in any experiences you have heard about, even one that has occurred spontaneously in the classroom. These are the kind of ideas that may never reoccur, but because they clicked and meshed with your goals, the stage needs to be set for them to create an awareness among other children at another time.

APPENDIX C

Learning Activity Modules

Career Education Goal: The student recognizes the physical and emotional benefits of understanding and respecting self and others throughout life.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Benefits __Cooperation __Acceptance of others __Sharing labor __Interpersonal relationships __Resourcefulness __Personal satisfaction __Volunteerism.

C. Small and large-group activities

1) Services, Goods; Knowing Person's Occupations - Students will acquire knowledge of careers of others that are available to themselves, An Idea Book, No. 112, 113.

2) Similarities and Differences in Occupation - Students will become aware that occupations have their differences and a suitable career exists for everyone, living anywhere in the world. An Idea Book, No. 116, 117, 131.

3) Special Names Given to Leaders - To familiarize students with special names and titles given to people to describe their work and responsibilities teach about job descriptions. An Idea Book, No. 212, 222.

4) Understanding of Needed Training, Skills, Needs and Services of Certain Occupations - Students will discuss, then develop a chart to delineate information about job descriptions, training needed, tools, skills needed and services or goods produced. Elementary Career Education Starts With Awareness. p. 50.

5) Construct an "All About Me" Book - Students will use drawings and other visual tactile devices to indicate their concepts of themselves according to several personal characteristics. FLAB Activity Card No. 3

6) Understanding Moods and Emotions - Through use of study prints facial and body language will be evaluated to discuss personal moods and feelings in response to certain situations. FLAB Activity Card No. 28

7) Use the Film - Evan's Corner (Relates to basic human need to be with and help others.)

Career Education Goal: The student recognizes that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Interpersonal relationships __Sharing labor __Cooperation __Planning with others __Job description.

C. 1) Division of Labor at School - Make the student aware that different jobs require different skills. An Idea Book, No. 84

2) Class Newspaper: Reporters, Artists, Writers, Photographers - Students will learn about persons and the jobs needed to make and deliver a class newspaper. An Idea Book, No. 132, 133, 137, 141

3) Animal Doctors: Care of Pets - Develop awareness among children that they have responsibilities for the health and training of their pets; their families and classmates need to cooperate in care of classroom and home pets - An Idea Book, No. 132, 133, 137, 141

4) Classroom Grocery Store - Students will set up and assume job roles within a simulated grocery store. Elementary Career Education Starts With Awareness, P. 53.

5) The Assembly Line - Students will participate in a simulated construction of single products by using a sequenced assemblage of materials. Elementary Career Education Starts With Awareness, p. 55

6) Use the Film: Clothing: A Pair of Blue Jeans

Career Education Goal: The student recognizes the personal, social and economic reason for work in our society.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Reasons for work __Service to others __Conservation __Improving ones level of living __Sense of worth __Personal Planning __ Respect for others __Repair and maintenance __Skills and talents.

C. 1) Home and Family - To understand why families sometimes choose between spending now and spending later. An Idea Book, No. 40

2) Goods and Services - Families need money to buy goods and services. An Idea Book, No. 40-41.

3) Occupational Descriptions and Titles as Riddles - Familiarize job title by describing job characteristics as riddles. An Idea Book, No. 220, 264 (Also, see FLAB Activity Card No. 77)

4) Dramatization of Understanding of Job Roles - Student will plan, prepare, and perform brief dramatizations of their understanding of occupational roles. Elementary Career Education Starts With Awareness, p. 84 (Also see pp. 85-88 regarding extensive lists of other types of language arts related activities concerned with students' conceptualization of job role descriptions.)

5) "What's Your Bag" - Students do illustration of occupational "bags" that certain jobs and professions use. FLAB Activity Card No. 89

6) Use the Movie: We Want Goods and Services

Career Education Goal: The student recognizes that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

C. 1) There is Honor in Work - Create an awareness with students that parents perform work that is essential, and contributes to the common good of everyone in a community. An Idea Book, No. 80

2) Bicycle Safety - Students should acquire an understanding of using equipment and machines that are safe to use. An Idea Book No. 101

3) Inspectors Inspection - Some jobs people do are mainly related to helping everyone live safely and healthfully. An Idea Book, No. 105

4) Measuring Tools - The student will become familiar with a variety of measuring tools and occupations that use them. An Idea Book, No. 124-126

5) Responsibilities in the Home and School - Students will recognize the jobs that are done around home and school, and then describe the manner in which each job is done well. FLAB Activity Card No. 39 and 40.

6) Use the Film - A Rock In the Road

Career Education Goal: The student recognizes that in our society he is dependent on the good and services of others for his welfare and survival.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Dependability __Concern for others __Sense of worth __Interpersonal relationships __Safety __Service to others __Interdependence

C. 1) All Families Need Food - All families find ways to provide themselves food and clothing. An Idea Book, No. 4 and 43.

2) All Jobs are Important - Children learn to understand that the work of all people is important. An Idea Book, p. 80

3) Who Fixes What? - Students will become familiar with occupations that are involved with making repairs of some kind. An Idea Book, No. 145-147

4) School and the Neighborhood - Students will become aware of the stores and services in the school neighborhood. An Idea Book, No. 261

5) What Is a Neighborhood? Students illustrate all business and occupations they observe on a walking field trip. Elementary Career Education Starts With Awareness. p. 41

6) Dependence on Workers to Maintain a Home - Students will construct a bulletin board to indicate occupations that are called upon to repair certain parts of a house. Elementary Career Education Starts With Awareness, p. 61

7) Safety in the Classroom - Students will discuss the duties of persons who monitor the safe and unsafe practices of students and the hazards that exist in a classroom. FLAB Activity Card No. 35 (Also see An Idea Book, No. 105).

8) Investigation of Contributors to Product Development - Students will trace the activities associated with certain products. FLAB Activity Card No. 84

Career Education Goal: The student recognizes the physical and psychological reasons for work and leisure activities.

I. Consider one or more of these concept terms to be pertinent to the objectives that might be developed in this module of instruction.
__Leisure __Leisure vs industry __Reasons for work __Maintenance
__Recreation __Alternative life styles __work and play __planning ones future.

C. 1) Interests and Abilities - The student will become aware of various occupations and avocations that can be determined by personal interests and desires.
An Idea Book, No. 120